DOCUMENT RESUME

ED 023 931 08 VT 007 375

Workshop Report: Distributive Education Project Development Workshop (Rutgers University, New Brunswick, June 19-30, 1967).

Wisconsin Univ., Madison. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No-BR-7-0467

Pub Date 67

Grant-OEG-3-7-070467-3084

Note-216p.

EDRS Price MF-$1.00 HC-$10.90

Descriptors-Culturally Disadvantaged, *Curriculum Development, *Distributive Education, Merchandising, Program Development, Program Evaluation, *Project Training Methods, Salesmanship, *Student Projects, *Teacher Workshops

This report of a 2-week workshop contains 12 papers presented by their authors, four business presentations, and 12 group and 25 individual projects. The papers pertain to the application of the project method, objectives and use of projects, and preparing culturally deprived students. The business presentations relate to advertising, credit, merchandising, and personnel. Group projects relate to advertising, promotion, brand comparison, classification of distributive business, community career opportunity, career opportunity distribution in shopping centers, and brand preferences. The individual grooming, and guarantees warantees. Each project includes: descriptive title, objective or purpose, value and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. VT 007 377 is a report of the same type of workshop conducted at Wisconsin University and VT 007 376 is a summary and final report of the development and evaluation of both workshops. (MM)

BR-7-0467
PA-08
C1

WORKSHOP REPORT

DISTRIBUTIVE EDUCATION
PROJECT DEVELOPMENT WORKSHOP

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Conducted at

RUTGERS - THE STATE UNIVERSITY

New Brunswick, ~~New Jersey~~

June 19, - June 30, 1967

ED023931

Conducted pursuant to Contract
Number OEG 3-7-070467-3084 with
Div. Comprehensive and Vocational Education
Research, U S Office of Education

4*

VT007375

PREFACE

The National Workshops in Project Development for Distributive Education were conducted under a project grant from the U. S. Office of Education during the summer of 1967. The first of these two-week workshops was conducted at Rutgers - The State University from June 19 through June 30, 1967. The second was conducted at the University of Wisconsin from July 30 through August 11, 1967. The purpose of the workshops was to provide selected participants an opportunity to work with a staff of national leaders in distributive education in identifying, planning, developing, and implementing the project method in distributive education.

The participants concerns extended beyond the development of projects for distributive education. They raised questions such as: What is the best organizational pattern for a distributive education program? How do we manage a program which is utilizing the laboratory for vocational application? How do we determine the learning needs of individual students? What can we do to effectively manage projects in a distributive education classroom or laboratory? What kinds of experiences are most appropriate at the various grade levels and for various occupational goals?

This document is the Final Report from the Rutgers workshop. It contains the projects developed by the workshop participants, the papers presented by the educators, and abstracts of the papers presented by business resource people. The developed projects here represent the first national effort for the development of materials designed specifically for project training in distributive education.

Appreciation is extended to each of the participants, to the resource leaders, and particularly to Ralph A. Rush for providing the leadership and direction at the workshop conducted at Rutgers - The State University. It is hoped that the material which these people have so diligently prepared will be helpful to distributive personnel throughout the United States.

Dr. Harland E. Samson, Director
National Workshops in Project
  Development
Distributive Education
University of Wisconsin

FOREWORD

The workshop was held to provide selected coordinators with an opportunity to make a detailed examination of the "Project Method" of teaching Distributive Education. Nominees from the twenty-five Eastern States and Puerto Rico were invited to attend Rutgers - The State University for two weeks.

The program was arranged to provide a maximum of individual participation in discussing papers, prepared especially for the workshop education, and business specialists gave the workshop the benefit of their experience in discussing current methods and trends which influence Distributive Education now and will even more so in the future.

Interspersed with the workshop discussions on the "Project Method" and "Business Views" the participants were scheduled to work in small groups, to discuss the topics presented as they might influence the technique of teaching Distributive Education. These small group meetings provided the participants with the opportunity to exchange information about practices, viewpoints, and trends in their several states.

Three types of projects were developed which could involve (1) a whole class, (2) a small group, and (3) the individual student. However, it must be emphasized that the objective was to study the "Project Method" in terms of structure and how it should be implemented to improve the students knowledge and skill lending to employment in the field of distribution, rather than the production of projects themselves.

Ralph A. Rush, Director
Workshop in Project Development
in Distributive Education
Rutgers - The State University
New Jersey

TABLE OF CONTENTS

PAGE

PREFACE I

FOREWARD II

I. WORKSHOP PROGRAM

A. Staff 2

B. Guest Lecturers 4

C. Participants 6

D. Program 8

II. PAPERS

Practical Approach to the Project Method
by Mrs. Beverly Savidge 20

Attaining Learning Outcomes by the Project Method of Instruction
by Vivien King Ely 24

Setting Objectives for Projects
by Marvin Hirshfeld and Ralph Bregman 39

The Use of the Project Method
by Gilbert E. Chancey 45

Case Studies in Analyzing Projects
by Charles C. Drawbaugh 51

Controlling Project Experiences
by Clifford Freund 63

Using Appropriate Facilities and Equipment
by Garland D. Wiggs 69

The Project Method in Action
by Vivien King Ely 80

PAGE

Variations of Time and Place Patterns in Project Training
by Paul T. Hartman 91

Advantages and Disadvantages of Time and Place
by Donald H. Snodgrass 94

Public Relations in Dissiminating Information
by John B. Moullette 98

The Teacher and the Psychology of the Culturally Deprived
by Bruce W. Tuckman 102

III. ABSTRACTS - BUSINESS PRESENTATIONS

Advertising and Sales Promotion
by Robert A. Cuthbert and Others 119

Credit and Collections
by Edward J. Brennan 121

Merchandising
by William Price 124

Personnel Analysis
by J. M. Vanderford 126

IV. PROJECTS

Class Group Project

Advertising--How Advertising Influences the Consumer in a Shopping Center 130

Consumer Preference: Private Versus National Brands 133

The Retail, Wholesale, and Service Classifications of Distributive Businesses 135

PAGE

A Sales Promotion Campaign for the Senior Class Play 137

Where Could I Work in My Community? 140

Small Group Project

Finding My Career in Our Town 143

Mapping the General Area Served by the Distributive Businesses in the Shopping Center 145

Presentation of Statistical Data and Results from the Survey: Consumer Preference: Private Versus National Brands 147

Selecting the Media to be Used for Promotion of the Senior Class Play 148

The Service Businesses in Our Community 150

Individual Project

Appropriate Grooming for a Women's Clothes Sales Person's Job 153

Banking as a Distributive Service Business 155

Career Information Interview 157

Composing an Advertising Layout 159

Designing a Newspaper Advertising Layout for Advertising the Senior Class Play 160

Determining the Facts for Promoting the Senior Class Play 162

PAGE

Developing a Job Description: Store Manager 165

Developing a Plan for Promoting DECA during National DECA Week 167

Drug Store Advertising in the Local Shopping Center 169

Interior Display: One Brand of Cosmetics Display within a Cosmetic Department 171

Knowing Your Customers in the Toy Department 173

Learning How to Use Selling Terms 175

Let's Take a Look at: Guarantees and Warranties 177

Opportunities in the Motel Business--A Distributive Service Business 181

Preparing an Advertising Poster for Promoting Senior Class Play 183

Preparing Radio and Television Spot Announcements for the Senior Class Play 185

Promoting Table Settings for the Bride-to-be 187

Stock Brokering as a Kind of Distributive Service Business Stock Broker 190

A Study of Effective Advertising of Fishing Rods and Reels 192

A Study of the General Information Involved in Wholesale Sales of Fenton Artware 193

PAGE

Using Product Knowledge for Selling 198

What Sells: The Way of Stocking Shelves 201

Who Does What in My Store: 203

Writing Newspaper Articles for Promotion of the Senior Class Play 205

Opportunities in and Qualifications for Employment in Real Estate Sales 207

I. WORKSHOP PROGRAM

- A. Staff
- B. Guest Lecturers
- C. Participants
- D. Program

NATIONAL DISTRIBUTION EDUCATION PROJECT DEVELOPMENT WORKSHOP

Rutgers - The State University
1967

I. A. Workshop Staff

Director

Ralph A. Rush
Teacher Educator, Distributive Education
Vocational-Technical Department
Graduate School of Education
Rutgers - The State University

Assistant Directors

Richard Shackleton
Graduate Assistant
Vocational-Technical Department
Graduate School of Education
Rutgers - The State University

Garland Wiggs
Professor Distributive Education
Rider College
Trenton, New Jersey

Consultants

Mr. Robert Joy
Director of Distributive Education
State Department of Education
225 West State Street
Trenton, New Jersey

Mrs. Vivian Ely
Research Assistant
School of Distribution
Richmond Professional Institute

Dr. Marvin Hirshfeld
Chairman, Department of Distributive Education
School of Education
Temple University

Dr. Charles Drawbaugh, Assistant Professor
Vocational-Technical Department
Graduate School of Education

Mrs. Beverly Savidge, Lecturer
Vocational-Technical Department
Graduate School of Education
Rutgers - The State University

Mr. Ralph Bregman
State Supervisor of Distributive Education
State Department of Education, New Jersey

NATIONAL DISTRIBUTION EDUCATION PROJECT
DEVELOPMENT WORKSHOP

Rutgers - The State University
1967

I. B. Guest Lecturers

Elliot Axelrod, President
Elliot Axelrod Associates
New York City

Mrs. Edward Boehm
Secretary-Treasurer
Edward Marshall Boehm, Inc.
Trenton, New Jersey

Edward J. Brunnan
Vice-President Trenton Trust
Trenton, New Jersey

Robert Cuthburt
General Promotions Manager
Johnson & Johnson

Lawrence Elkins
Personnel Manager
Newark Store, Bamberger's
New Jersey

Clifford Freund
Coordinating Supervisor of Vocational Education
Roxbury High School, New Jersey

Paul Hartman
Supervisor of Adult Education
Arlington, Virginia

Kent Hobby
Assistant General Promotions Manager
Johnson & Johnson

Daniel Keefe, Account Executive
Young and Rubican
New York City

John Moullette
Vocational-Technical Department
Graduate School of Education
Rutgers - The State University

William Price
Vice-President and General Manager
John Wanamakers
Moorestown, New Jersey

Donald Snodgrass
Supervisor of Distributive Education
Fairfax, Virginia

Sidney Stein
Assistant Manager Marketing Research
J. C. Penney Company

Dr. Bruce Tuckman
Vocational-Technical Department
Graduate School of Education
Rutgers - The State University

Joseph M. Vanderford, Vice-President
Campbell Sales Company
Camden, New Jersey

Dr. Robert Worthington
Assistant Commissioner of Education
Vocational Education Division
Trenton, New Jersey

The Sperry & Hutchinson Company
Appreciation is expressed to The Sperry & Hutchinson Company for their wonderful cooperation and hospitality in making their facilities available for a study of materials handling. Arrangements made by Mrs. Elizabeth Gautier, Consumer Relations Representative.

NATIONAL DISTRIBUTION EDUCATION PROJECT DEVELOPMENT WORKSHOP

Rutgers - The State University
1967

I. C. Workshop Participants

Mr. John J. Brophy
41 Highland Drive
East Greenbush, N. Y. 12061

Mr. Gilbert E. Chancey
101 Greenbriar Road
Lexington, Ky. 40503

Mr. Harold Fisk, Jr.
369 Rose Glen Drive
Radnor, Pa. 19087

Mr. Stephen F. Freedman
126 North Arlington Avenue
East Orange, N. J. 07017

Mr. Clifford C. Freund
15 Walker Avenue
Succasunna, N. J. 07876

Miss Lillian A. Geraci
172 Forest Street
Medford, Mass. 02155

Mr. Wendell G. Gingrich
8156 127th Street North
Seminole, Florida 33540

Mr. Herman O'Neil Harris
810 Harmon Terrace
Arlington, Texas 76010

Mr. Paul J. Hartman
6109 North 22nd Road
Arlington, Va. 22205

Mr. Philip Ernest Hayes
200 South Ott Road
Columbia, S. Carolina 29205

Mrs. Luise M. Henmon
5019 Citadel Avenue
Columbia, S. Carolina 29206

Mr. Anthony Kockenash
718 1/2 North 12th Street
Allentown, Pa. 18102

Mr. William Michel, Jr.
3423 Shannon Drive
Baltimore, Md. 21213

Miss Marguerite L. Pierce
1802 Beaver Street
Parkersburg, W. Va. 26101

Miss Marilyn Peterson
Box 512
Hillsborough, N. Carolina 28205

Mr. Barry D. Price
535 Camrose Drive
Beaver, Pa. 28205

Mr. Paul M. Pugh
119 McKenney Drive-RD #2
Beaver, Pa. 15009

Mrs. Blanca A. Rodriguez
Calle 1 H4 Ocean View
Precibo, Puerto Rico 00612

Mr. Lester T. Simpson
1015 Ridge Avenue
Tifton, Ga. 31794

Mr. Dwayne V. Tucker
300 N. Highland St. - #31
Memphis, Tennessee 38111

Mrs. Evelyn Way
Colonial High School
Orlando, Florida 32807

Mrs. Irene H. Rockhill
2410 9th Avenue North
Haleyville, Alabama 35565

Mr. Frank McP. Sinclair
1700 Burtonwood Circle
Charlotte, N. Carolina 28212

Mr. Donald H. Snodgrass
7414 Elgar Street
Springfield, Va. 22151

Mr. John M. Turner
2600 11th Street
Meridian, Miss. 39301

NATIONAL DISTRIBUTION EDUCATION PROJECT DEVELOPMENT WORKSHOP

Rutgers - The State University
1967

I. D. Daily Schedule -- June 18 through June 30

SUNDAY, JUNE 18

4:00 - 6:00	Registration Clothier Hall	Summer Sessions
7:00 -	Reception and Orientation Graduate School of Education 10 Seminary Place	Ralph Rush Teacher-Educator Rutgers - The State University

MONDAY, JUNE 19

8:15	The Daily Plan	Ralph Rush
8:30	The Program of Distributive Education	Ralph Rush
9:15	The Project Method in Education	Beverly Savidge Voc. -Tech. Department Rutgers-The State University
10:00	Break	
10:30	Project Training: Its Impact on Distributive Education	Edwin Nelson Head, Distributive Education U. S. Office of Education
11:15	Table Discussion	Participants
12:00	Lunch	
1:00	Similarities and Differences of Project and Cooperative Plan	Edwin Nelson
1:45	Application of Project Theory to Distributive Education	Participants
3:45	Critique	Selected Participant

TUESDAY, JUNE 20

8:15	The Daily Plan	Ralph Rush
8:30	Attaining Learning Outcomes	Vivian Ely Research Assistant RPI, Richmond, Virginia
9:45	Setting Objectives for Projects	Marvin Hershfeld, Chairman D. E. Dept., Temple University
10:30	Break	
10:45	Table Discussion	Participant
11:15	Guidelines for Determining Objectives	Participants
12:00	Lunch	
1:00	Business Views: "The Consumer"	Edward Boehm Secretary-Treasurer Edward Marshall Boehm, Inc. Trenton, New Jersey
2:00	Types of Projects	Ralph Bregman, State Supervisor D. E. Dept., New Jersey
2:45	Anatomy of Projects	Ralph Rush
3:30	Table Discussion	Participants
3:45	Critique	Selected Participant

WEDNESDAY, JUNE 21

8:15	The Daily Plan	Ralph Rush
8:30	Case Studies in Analyzing Projects a. Group Projects b. Committee Projects c. Individual Projects	Charles Drawbough Voc. -Tech. Department Rutgers-The State University
9:45	Group Work Session	Participants
10:30	Break	
10:45	Group Workshop Session	Participants
12:00	Lunch "Youth with Special Needs"	Robert Worthington Assistant Commissioner of Education Voc. Education Division New Jersey
1:15	Business Views: "Marketing and Consumer Research"	Sidney Stein Assistant Manager Marketing Research J. C. Penney Company
2:30	Business Views: "Credit and Collections"	Edward J. Brennan Vice-President Trenton Trust Trenton, New Jersey
3:45	Critique	Selected Participant

THURSDAY, JUNE 22

8:15	The Daily Plan	Ralph Rush
8:30	Developing the Project Matrix	Participants
10:15	Break	
10:30	Controlling Project Experience	Clifford Freund Supervisor of D. E. Roxbury High School New Jersey
11:00	Business Views: "Merchandising"	William Price Vice-President and General Manager John Wanamakers
12:00	Lunch	
1:00	Selecting Projects to fit Individual Needs	Harland Samson Professor of D. E. University of Wisconsin
2:00	Using Appropriate Materials and Media	Harland Samson
2:45	Using Appropriate Facilities and Equipment	Garland Wiggs Professor of D. E. Rider College Trenton, New Jersey
3:30	Using Appropriate Laboratory Procedures	Garland Wiggs
3:45	Critique	Selected Participant

FRIDAY, JUNE 23

8:15	The Daily Plan	Ralph Rush
8:30	The Project Teaching in Action	Vivian Ely
9:30	Concerns in Managing Project Plan	Ralph Rush
10:15	Break	
10:30	Table Discussion	Participants
11:15	Evaluation of Projects and Project Outcomes	Marvin Hershfeld
12:00	Lunch	
1:00	Developing Guidelines for Evaluation	Participants
2:00	Business Views: "Personnel Employment"	Lawrence Elkins Personnel Manager Newark Store, Bamberger's New Jersey
3:00	Table Discussion	Participants
3:45	Critique	Selected Participant

MONDAY, JUNE 26

8:15	The Daily Plan	Ralph Rush
8:30	Multiple Level Projects	Ralph Rush
9:15	Variations in Time and Place Patterns	Paul Hartman Supervisor Adult Education Arlington, Virginia
10:00	Break	
10:15	Advantages and Disadvantages of Patterns	Donald Snodgrass Supervisor of Distributive Education Fairfax, Virginia
11:00	Preparing Presentations on Patterns	Participants
12:00	Lunch	
1:00	Business Views: "Personnel Analysis"	J. M. Vanderford Vice-President Campbell Sales Company Camden, New Jersey
2:00	Table Discussions	Participants
3:00	Working with Business and Industry	Ralph Rush
3:45	Critique	Selected Participant

TUESDAY, JUNE 27

8:15	The Daily Plan	Ralph Rush
8:30	Project Reports - Small Group Presentation G H I J K L Reviewer L J G H I K	Participants
10:00	Break	
10:15	Individual Work Sessions	Participants
12:00	Lunch	
1:00	Business Views: "Advertising and Sales Promotion"	Robert Cuthbert General Promotions Manager Johnson & Johnson
3:45	Critique	Selected Participant

WEDNESDAY, JUNE 28

8:15	The Daily Plan	Ralph Rush
8:30	Extending Project Information to Distributive Personnel (Communications)	John Moullette Voc.-Tech. Department Rutgers-The State University
9:15	Developing a Format for Implementation	Participants
10:00	Break	
10:30	Table Discussions	Participants
11:15	Individual Work Sessions	Participants
12:00	Lunch	
1:00	Business Views: "Materials Handling"	Sperry & Hutchinson Distribution Center
3:45	Critique	Selected Participant

THURSDAY, JUNE 29

8:15	The Daily Plan	Ralph Rush
8:30	Table Discussions	Participants
10:00	Break	
10:30	Project Reports - Individual All three groups reflecting a variety of approaches and planned learning outcomes.	Selected Participants
12:00	Lunch "Youth with Special Needs"	Bruce Tuckman Voc. -Tech. Department Rutgers-The State University
1:00	Table Discussions	Participants
3:45	Critique	Selected Participant

FRIDAY, JUNE 30

8:15	The Daily Plan	Ralph Rush
8:30	Plans for Implementation Selected plans will be presented the group-four or five each featuring some unique or special aspect of dissemination.	Selected Participants
11:30	Lunch	
1:30	Moving Ahead with Project Training	Ralph Rush
2:30	Evaluation - each participant will complete evaluation form and have work checked so all assignments are complete.	Participants
3:00	Close of workshop	Ralph Rush

II. PAPERS

PRACTICAL APPROACH TO THE PROJECT METHOD

Mrs. Beverly Savidge*

One of the laws of learning that I harp on in my methods course is: Learning is more effective when the learner is involved in the learning activity. Now I don't know that I can involve you for the next twenty minutes or so but at least I'm going to start out on the right foot and practice what I preach. On the small piece of paper you have would each of you jot down a few words or phrases to describe or define a unit. I haven't had close contacts with D. E. educators during my years of teaching but the unit method does seem to be universal to all disciplines. Now let's list what you have. (list participants ideas on chalkboard)

1. Would this then be a characteristic you would accept to describe a unit?
   Provides for the Development of a series of learning experiences around a central theme. (overhead transparency)
2. Would you agree that the unit method--
   Encourages a wide exploration of knowledge related to a concept being developed. (overhead transparency)
3. Would you say that the unit method--
   Attempts to help the learner see relationship of isolated facts and specific generalizations to a whole body of experience. (overhead transparency)
4. Would you agree that the unit method frequently--
   Cuts across subject matter in order that all related material be given consideration in light of its contribution to an overall understanding of the problem. (overhead transparency)

These are quotes describing the project method from Stiles and Dorsey's book Democratic Teaching in Secondary Schools.

Therefore, I would like to suggest to you that the project method and the unit method have many similarities.

Both attempt to develop a concept or solve a problem in an organized, step by step manner.

Both are comprehensive--planned sequentially--taking the learner from where he is, enlarging his knowledge through a series of learning experiences so that hopefully he will develop understanding of the concept from its base to its peak--from its beginning to resolution.

Now how does the project method differ? Stiles and Dorsey go on to spell out characteristics that point up the differences--

---

*Beverly Savidge, Department of Vocational-Technical Education, Rutgers - The State University.

1. Provides a wide variety of first hand experiences
   one definition for experience is direct participation in events.
   not reading about or talking about but actually experiencing.
2. Concentrates on: "Learning about" - "Experience with" - "Activities Related to"
   definition for activity-a pursuit in which a person is active, characterized by action not contemplation or speculation
3. It is a "Learning by Doing" approach like the laboratory method only in a natural situation.
   natural situation is real life situation. Learning memorized in isolation from real situation soon fades.

The project method provides for operational use of new ideas. It has the learner actively engaged in a processes that usually produces a tangible product of some kind. He starts with the basic elements and through study and manipulation of materials over a period of time he develops a product. In the process, both cognitive and manipulative knowledge and skills are developed.

This then, I believe is the essence of the project method. Actually it doesn't take the place of the unit method, although it can, but it can be incorporated into a unit. Its effectiveness lies in the active participation of the learner in a real-life situation with a tangible product on which to base evaluation. William Burton in The Guidance of Learning Activities says: "We cannot give anyone an education, he must get it. The products of learning are achieved by the learner through his own activity."

The project method like the unit can be divided into four steps: Purposing and identify and define problem and state objectives. Often the teacher alone does this for the unit. In the project method, there is more involvement of the student in this step. After all, he must be interested and understand the purpose if he is going to act upon it.

I'd like to present an illustration from my area-Home Economics. This was a class of senior girls in a nearby high school. A unit on Choosing A Mate led to an interest in furnishing a home. They decided upon their objectives:

Develop knowledge about and skill in furnishing a home.
Develop knowledge about and skill in wise use of money for furnishings.

These are broadly stated objectives for the purpose of brevity in this talk. The students talked about objectives in terms of components of interior decoration-color, shape, line and design, arrangement; and in terms of floor, walls, windows and furnishings.

Statement of objectives led into the second step Planning.

What could they do to achieve these objectives? What knowledge was involved? They decided if they could actually redecorate a room, they would learn more through applying what they studied than if they just read, discussed and used magazine pictures. Again, the students are involved in this Planning step, although usually within the frame of reference the teacher has established. They found they had three choices in actually re-doing a room. They could refurnish their own room or any room in their own home (if it met with family approval), they could do a miniature model room in a cardboard carton, or in this particular school the faculty room was in need of redecoration.

These choices provided for three different kinds of projects: individual, group, and class projects.

1. A room in their own home would necessarily be an individual project for that girl or perhaps a cooperative one with some help from the family.

2. The miniature model room would be a project for an individual girl or perhaps two students working together.

3. The faculty room would provide a class project but would eventually be subdivided into group and individual projects.

The students decided to redecorate the faculty room, although several did rooms in their own homes.

Step 3. Executing - requires collection of data and applying it to the problems by carrying out manipulative as well as mental activity. In order to collect the data, formal classroom instruction was carried on using references, resource people, field trips, flannel board presentations and other visual aids.

The class made the general decision as to what was to be done to floors, walls, windows, furniture and accessories they made the decision as to the color scheme, then they divided into groups for each of the above mentioned components. Within each group project there were decisions to be made as to color, fabric or treatment. Individuals in each group took on the responsibility of actually doing a part of the work. For example, in the group in charge of window treatment, each girl was responsible for one window. In the accessory group, each girl made an accessory--wall hanging, table decoration, lamp shade or ashtray.

When the project was completed, the students participated in the evaluation. They used score cards and checklists to evaluate the finished room and also to check what they had learned against the objectives they had set up for themselves in the beginning. A further source of evaluation was the comments of the entire faculty who used the room.

Another illustration of the project method in Home Economics is the Play School. A class or several classes in consecutive scheduling plan for a play school to be carried on during class periods. They plan activities for pre-schoolers, snack time, arrival and dismissal of youngsters--all of which includes a knowledge of child development and care as well as skill in working with children.

There are other more traditional Home Economics projects that I feel sure are carried on in your schools--the individual clothing projects, the class or group projects of Mother's Tea, Faculty Luncheons, or parties for children.

The advantages of the project method are numerous.

1. Involvement of the learner in all steps brings about more effective learning.
2. It allows for tailoring the project to fit individual needs and interests.
3. It places learning in a real-life situation. Students see the need for it and importance of it.
4. It produces a tangible result. Students are generally more interested in the end result than the learning that takes place in the process. Both of these advantages (3 and 4) are motivational to students.
5. It expands the learning situation beyond school facilities. This, in addition to enriching learning develops interrelationships with home and community.

There are some limitations involved in the project method. Projects take time, a few may have to be eliminated because of this.

Money may be involved, however, since they are educationally worthwhile they are entitled to their fair share of the budget.

With some, the real-life situation may be an impossibility in some communities.

In most cases, however, they are limited only by the creativity and efforts of students and teacher; and the teacher's willingness to go the "extra mile."

Mr. Rush gave me a few categories in D. E. curriculum such as: the major concepts of Stores and Businesses, and Merchandising. It seems to me with my present limited knowledge of D. E. that surveys and interviews to determine wants and needs of consumers in relation to variety, size and price would be appropriate projects. Surveys, polls of effectiveness in relation to promotional activities in merchandising would be other ideas; or development of samples of magazine, newspaper, radio and television advertising.

I'll leave the creativeness in this to you who are experts in your field and encourage you to try the project method. In my own experience I have found it challenging, educationally worthwhile and what's more fun.

ATTAINING LEARNING OUTCOMES BY THE PROJECT METHOD OF INSTRUCTION

Vivien King Ely*

For more than four years, we in Distributive Education have been "cussing" and discussing the project method of instruction. I have heard many reactions to this term from Teacher Educators, State Supervisors and D. E. Coordinators most of which can be categorized into the following typical comments:

1. The cooperative method is the best method for Distributive Education. Without the cooperative method, we become a general education course.
2. We're not using the cooperative method as we should. Why add another to misuse?
3. I already use the project method. What's so new about it?

Before we can approach a discussion of the project method with open minds, it is important to give preliminary answers to these questions:

1. The cooperative method, properly used, is still the best vocational method.

Item: But its effectiveness depends upon thorough joint planning and evaluation between teacher-coordinator, training sponsor and student.

Item: Its effectiveness depends upon job placements matched to students abilities, aptitudes and interests.

Item: Its effectiveness depends upon a variety of experiences at the training station designed to give the student opportunity to apply classroom learning.

---

*Mrs. Ely is Assistant Professor of Distributive Education and Research and Training Consultant at Richmond Professional Institute, Richmond, Virginia.

Item: Its effectiveness depends upon trained, competent training sponsors who have adequate time for providing cooperative experiences.

Item: Some schools are located in areas not easily accessible to distributive businesses. Yet a large proportion will move to urban communities and work in distributive businesses.

How can we train them for employment without the cooperative method?

Item: Some students who wish to enter the field of distribution after college want to learn about the occupational opportunities and activities in the field, but can't spare fifteen hours per week for related work experience, if they are to complete the full college preparatory course.

Item: We are not beginning to offer D. E. to the number of trained employees needed in this growing field. We will probably not ever be able to meet the demand for trained workers through use of the cooperative method alone.

2. It is true that the cooperative method is often misused. It is because we cannot make the cooperative method adaptable to all situations and because we are limited in the number of students who can be trained by the cooperative method that we should consider additional methods.

Item: We cannot secure enough Class "A" training stations.

Item: We haven't the staff to conduct a thorough training sponsor development program.

Item: Because of placement limitations, we are limited in the number of cooperative students we can train.

Item: Because the criteria listed in the answer to question number one are important to an effective cooperative program and because they are often unobtainable, we face many frustrations and must admit many weaknesses in the cooperative method as we are forced to compromise our standards in using it.

3. Of course, you have used the project method in the past, if you are a professional teacher.

Item: Most effective teachers, in whatever the subject, seek to involve the student in realistic activities which will offer practical application of principles learned in a classroom setting. The journalism class edits a school newspaper; the economics class forms a corporation and buys a stock; the woodworking student makes a cedar chest for his mother and so, in other subjects.

Item: The fact that you are an effective teacher who often uses the project method would indicate that you are always alert to opportunities for improving your teaching. Teachers who are not interested in innovations to improve teaching effectiveness are either lazy or narrow in their thinking.

The remarks which follow are intended to challenge you to approach our concentration on the project method with a desire to select those ideas which will help you to do a better job of quality teaching. This presentation seeks to bring into focus the events which have led to this emphasis on the projects in general.

The events which led to our concentration on this method in D. E. during the past four years began with a request which President Kennedy made in his January, 1961, State of the Union Message to the 87th Congress:

> . . . The National Vocational Education Acts, first enacted by the Congress in 1917, and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view toward their modernization.
>
> To that end, I am requesting the Secretary of Health, Education and Welfare to convene an advisory body drawn from the educational profession, labor-industry, and agriculture, as well as the lay public, together with representation from the Departments of

> Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program . . .[1]

As a result of this request, a national Panel of Consultants was appointed. The Panel was composed of twenty-five representative citizens who were charged with the task of reviewing, evaluating, and suggesting improvements and redirection for vocational education in our country.

This group worked for more than a year analyzing the implications for vocational education of automation, technological advance, population mobility, discrimination, and urbanization, as well as the strengths and weaknesses of the Local-State-Federal programs then in existence.

The final report of the Panel to President Kennedy contained analysis of weaknesses and an agenda for action which described what vocational education should do during the decade of the sixties to meet current needs. The report is a complete volume which should be read by every vocational educator. The report could be the subject of study and discussion.

Just a few items from the Panel's agenda for action are mentioned in this discussion, because they are pertinent to these remarks:

1. Vocational Education must offer training for twenty-six million youngsters who will enter the labor market in the 1960's.
2. Schools must be prepared to offer vocational education for fifty-eight million persons already at work, many of whom need education for advancement or returning for new occupations.
3. Schools must offer vocational instruction to three million women--housewives returning to the labor force during the decade.
4. The most rapidly expanding occupations are those where most training should be made available. Among them: jobs in distribution.

---

[1] John F. Kennedy, State of the Union Message to the 87th Congress, January, 1961.

5. Few workers are prepared for their jobs through vocational education--only one in every two-hundred in distribution.
6. Vocational education enrolls only one-fifth of the total high school students, although seven out of ten should be enrolled.

The comprehensive report of the Panel of Consultants and the concerted effort of American vocational education leaders through the American Vocational Association, resulted eventually in the passage of the Vocational Act of 1963. This Act was passed because of the accumulated evidence that the old Federal programs of assistance to vocational education were not broad enough or flexible enough, or rich enough to meet the needs of today, much less tomorrow. And it challenges us to expand vocational education to meet the employment needs of our country. It is this challenge which has sparked our expansion into non-cooperative programs.

The Act is almost as comprehensive as was the report of the Panel of Consultant. It is concerned about workers of all age groups, permitting us to begin with fourteen year old students; about persons in sparsely settled areas, as well as urban; about delinquent young people, as well as industrious; about the unemployed, as well as the employed. It cannot become obsolete; the machinery for keeping it flexible is built into it.

The Act is not only concerned with numerals. It is concerned with the quality of vocational education, with wise choices by the students; with the education of vocational teachers; with the supply of materials and equipment; with research on problems and a search for solutions; with provisions which should help to bring excellence to all programs of vocational education.

It respects the rights of States to control their educational systems. Its stated purpose is to help States in strengthening, improving and expanding their existing programs. It provides for expanded programs serving four different groups of citizens:

1. High school youth preparing to enter the labor market.
2. Youth with special needs (socio-economic or other handicaps).
3. Post-high school youth preparing to enter the labor market.

4. Working youth and adults -- unemployed or working -- who need training or retraining.

It also provides for those services necessary to assure quality in vocational education:

1. Teacher Education
2. Instructional Materials Development
3. Vocational Guidance Services
4. Research and Development Facilities

The rationale for providing separate and additional Federal and State money for vocational education is based on the premise that the vocational approach cannot be made with large classes of students. The extra funds made it possible to provide adequate staff and equipment to achieve quality vocational education.

Since the report of the Panel of Consultants, the D. E. Program Specialists in Washington have worked with Teacher Educators and State Supervisors to consider innovations which would enable our vocational service to take advantage of expanded services to youth and adults provided by the Vocational Act. Most recently the Distributive Education Division of the U. S. Office of Education, using research funds provided by the Act, has sponsored a national clinic, two national workshops and two national seminars to consider ways of implementing these innovations in local D. E. programs.

These working sessions began last January with a National Clinic in Chicago, at which time the U. S. Office of Education D. E. Staff challenged Teacher Educators and State Supervisors to examine carefully the possibilities for expansion and strengthening offered by the project method of instruction.

In April and May, D. E. Teacher Education Seminars were held at Michigan State University and Arizona State University where D. E. Teacher Educators spent a concentrated week of study and work discussing theories, testing ideas, and developing projects.

National Coordinators Workshops at Rutgers University and the University of Wisconsin this summer have culminated this effort to bring the ideas concerning project method application to the teacher-coordinators who will eventually be responsible for accepting the idea and applying it or for rejecting it as unworkable in our field. One coordinator or local supervisor from each state was offered the opportunity to participate in one of these Workshops. Participants in the Workshops are challenged with the task of carrying back to other coordinators reports of these Workshops and suggestions for implementing the project method in local programs.

We, in Virginia, did not wait for leadership from the U. S. Office to implement some of the provisions of the Vocational Act. In the year preceding the passage of the Act, the State Staff in Virginia, because Louise Bernard was not accustomed to waiting for someone else to lead the way, developed a new three-year high school curriculum concept and the State Supervisor secured its acceptance by the State Board of Education. The curriculum for the new tenth grade D. E. program was developed in experimental form in 1964 and 1965. In 1964, Virginia had thirty-six pilot tenth grade programs using the non-cooperative method of instruction; in 1965, one hundred ten offered such classes and last school year, almost two hundred such programs were offered at the tenth grade level.

This non-cooperative, elective course was designed to help the student discover what the field of distribution is like and to understand his own vocational interests, aptitude and abilities well enough to determine whether he could be successful as an employee in this occupational field. An effort was made to help the student select a career area which was particularly suited to his qualifications.

But all has not been roses in our experimentation with the project method:

1. We were inclined to believe that this expansion into a non-cooperative program would permit us to accept students without pre-screening. We thought that this introductory curriculum could be offered to students of varying abilities, with or without recognizable potential for careers in the field of distribution.

   But we have often realized that we have enrolled so many students with low ability and lack of interest or aptitude for success in our field that it had been virtually impossible to do anything more than teach the development of personal characteristics--and that often with only limited success.

2. We thought that we no longer needed to be concerned with size of classes. Since job placements were not necessary, we visualized being able to handle as many as forty students in a project plan class. Those coordinators who have tried it know that little of a vocational nature can be taught in a class of this size group.

3. We thought in the early stages that the teacher-coordinator of the project program could, if necessary, be less-qualified than the teacher-coordinator in the cooperative program. We have learned, however, that the project method required more creativity, greater knowledge of the field and occupations within it and a closer contact with the community than does the cooperative method.

4. Many coordinators have found it impossible or impractical to use the project method of instruction and project plan classes have lost the vocational approach, now resembling general education classes.

All has not been a reversal of original concepts, however. We believe that the learning outcomes in a project program can often be more satisfactory than in the cooperative method because the coordinator acts as training sponsor and has firmer control over related activities to reinforce classroom learning. Those coordinators who have been permitted to select project plan students as carefully as they select cooperative students and to control the size of classes to a group small enough for individualized application have been highly pleased with the method.

The cooperative program has always provided the guarantee that vocational experiences would be a part of D. E. The cooperative student is required to work and even though the cooperative experience often leaves much to be desired, the student is still exposed to the field of distribution for a required number of hours each week. He has proved to himself that he can get a job, hold a job and is usually motivated by that job--or at least by the money which he earns from it.

With the provisions of the Vocational Act of 1963, we now find ourselves teaching students who are not employed. Yet we are charged with the responsibility of providing the vocational application for these students in some way other than regular employment in distribution. If we are not able to show clearly that the vocational application is a vital part of our classes, then they cease to be a part of vocational education--and this could mark the beginning of the end of D. E. as a vocational service.

The coordinator in the D. E. class where cooperative work experience is not offered must incorporate into his teaching participating activities which will make the students individual occupational objectives come to life for him. These experiences must be provided to test the student's qualifications for careers in distribution. These experiences must involve each student at his level of motivation, maturity, and prior educational achievement, and this is no small order.

We have concluded from these experiences during three years that we need to take a fresh look at selection of students for any D. E. class--whether cooperative or project plan. We are aware that seven out of ten students need vocational education and we believe that each of these students has certain abilities and interests related to one of the vocational services. But we look forward to the day when every high school will offer a strong vocational guidance program and classes in all vocational areas. It is evident that we accept students into our programs who obviously have not the basic qualifications for success in our occupational field.

Therefore, let us consider a set of basic qualifications for prospective enrollees in a regular high school program:

1. Student should aspire to choose marketing, merchandising or consumer service as a tentative career objective.
2. Student should desire to work immediately on graduation or want background information and skills as preparation for post-secondary or collegiate education in this field.
3. Student should have willingness or aptitude for studying related contact.

4. Student should have average high school grades (with a few below average, when other qualifications are present).
5. Student should have parent's consent.
6. Student should be potentially employable.
7. Student should have potential to represent the school well in the business community.
8. Student should possess necessary physical stamina.

If you are commenting mentally that adherence to these selection standards would eliminate most of your present enrollees, then you have perhaps been too lenient in establishing a set of reasonable criteria for students entering your program, and my guess is that you are able to do little in the classroom toward achieving desirable learning outcomes. The time should be past when we are so desperate for students that we lower our standards below a reasonable point.

I am not suggesting that we want only the most intelligent students in our programs. I am suggesting that we have been remiss in convincing our administrators that our present program is designed for the student who meets the above requirements. Those students who don't meet these requirements may also in some cases be helped by the D. E. program, and this is an exciting prospect. But students who do not meet the stated standards should be classified as students with special needs and our high school teacher-coordinator staffs should be sufficiently expanded to permit us to teach these students in groups of five to eight where increased time and attention may be given to developing their potential.

In the final analysis, the teaching which goes on in the D. E. classroom depends upon the coordinator. The success of the project method of instruction will depend--just as the success of the cooperative method now depends--upon the coordinator's insistence that he has limitations, that he can achieve desirable learning outcomes only if he has time in his schedule for preparation, coordination and individualized vocational instruction.

Having discussed the development and potential of the project method in D. E., let us look at the method itself. The misuse, many believe--in 1918, when William H. Kilpatrick first introduced the idea that pupil plans should rule in the classroom. Kilpatrick's philosophy became known as progressive education and has served as a basis for educational practice since that time. John Dewey's approach to the project method departed from complete student rule to a climate of student challenge and student involvement, but not a laissez-faire classroom.

Actually, the project plan was well-known in its infancy in connection with vocational agriculture. The Smith-Hughes Act of 1917 was the First Federal program of assistance to vocational education. The project method of instruction was recommended for use in vocational agriculture classes. For example: A school might lease a fruit orchard; the vocational agriculture students pruned, scraped, tilled and did all the necessary work in the orchard for a year and marketed the fruit.

During the intervening years, except in vocational agriculture and home economics, the "project method" nomenclature declined in popularity because almost any activity in a classroom became a project. The words "unit of study" have generally been used instead. With the advent of the phrase "unit of study," we have gradually moved into an academic "lecture-recitation-written homework" pattern and our vocational classes often reflect the general education atmosphere.

In many cases, we in D. E. have used our DECA contest program as an integral part of the curriculum and have realized how projects can be highly motivating elements for practical application of instruction. In spite of our occasional success with using the method, for the most part we have not been able or willing to invest the necessary time to continuous use of it. Or we have called almost any classroom activity a project and have felt it unrealistic to require our cooperative students to do assignments outside of the classroom, because they were employed.

We were often blind to the fact that well-planned projects would be the best way to insure application of principles on the job. And our refusal to assign outside work to our students has prompted many of our students to complain to their other teachers that they couldn't have homework because they had their cooperative employment after school hours. This practice of "no homework" has tended to carry over to our project plan classes when the practice is completely without justification.

Let us look to other educational areas to see how they define and use the project method to advantage.

Dr. Franklin Heald, a specialist in vocational agriculture in the U. S. Bureau of Education of 1918, described the method in a bulletin for vocational agriculture teachers. His definition is applicable to our need fifty years later: "A project is a program of importance, of some duration, with an expectation of certain tangible results."[2]

It is important that we not confuse a project with a participation or learning activity--of which there might be several in one project. For example: In D. E. I, a student may secure employment, develop a paper route and show an increase in customers over a period of three months. His report shows a record of the solicitations he made each week and how he applied classroom learning to gain new customers. The three months program could be classified as a project; individual customer calls or other sales promotion efforts are merely participating or learning activities.

Heald listed four basic requirements which he introduced by saying that "time enough should be allowed to accomplish the following":

1. Should cover the entire natural cycle.
2. Should produce a measurable outcome--profit or loss, improvement or lack of it.
3. Student should acquire skill in all processes involved in the project.
4. Student should learn the lessons involved both from study and experiment.[3]

These are points for minor disagreement in the preceding requirements, but we can summarize the requirements into several key rules which we could use in structuring D. E. projects:

1. We must establish clear and measurable learning outcomes expected to result from a project.

   Comment: We have fairly clear-cut objectives for each unit of study, but we need to restructure these objectives in terms of expected behavioral outcomes, rather than learnings to be achieved--and the student should be involved in this planning where possible. Although the teacher's concern may be for the learnings to be achieved, the end-in-view for the student is the personal benefits he will experience.

---

[2] Publications of the Federal Board for Vocational Education, Bulletin No. 21. "The Home Project as the Phase of Vocational Agriculture Education." September, 1918.

[3] Ibid.

It is only because what a student is called upon to learn is seen by him as a means to an end which he desires that he works and learns so much. As long as a grade or satisfying the teacher is the motivating factor, he keeps his eye on the teacher, and when teacher is satisfied, he stops.

2. The project should be long enough in duration to span a natural cycle of activity. For example: Activities planned to teach a student how to greet a customer are not part of a complete cycle, because the customer transaction is only beginning at that point. For example: Tracing the path of a product from factory to selling floor would be only part of the natural cycle, since the ultimate destination is the customer who purchases the product. On the other hand, a student whose abilities seem to limit him to a simple materials handling job, may be frustrated and confused to trace the product any further than he sees it go in his job. For this student the complete cycle would be somewhat decreased to match his own needs.

3. The activities in a project should be meaningful, and involve the student in all the processes.

   Comment: Success is based, not on how busy the students have been but on how many desirable learning outcomes have resulted. In order to be meaningful, the D. E. project must involve experiences which simulate the actual situation, if at all possible. Because the size of enrollment will usually prevent true to life experiences, then every effort should be made to simulate these actual experiences to come as near to the true experience as is possible. The student should be expected to learn some of the lessons through study. It will often not be possible to set up an experimental situation for each step in a process, but those experiences which are planned should be meaningful ones which involve action on the part of the student.

4. The learner should be involved in the planning of his activities.

   Comment: In theory, it would be ideal to depend upon pupil purposing as to what learnings should take place for a project. Realistically, we know that our students often need and in fact, want assistance in selecting and conducting projects.

   There could be considerable student choice among a variety of teacher-approved projects. For a given class as a whole, the list should include all types of projects--entire class, small group and individual--applicable to wide variety of occupational areas. As we study the purposes which projects are to achieve, we soon conclude that the necessary participating activities could not possibly be carried on in a one hour class daily. Should we give up in defeat at this point? Where can we find the additional time necessary for student activities?

There is really no reason, except tradition perhaps, why D. E. students cannot be given homework assignments. They fight it, but they expect it in other classes, and if they are to earn the same Carnegie Unit of credit in D. E., they should expect it in D. E. There is no possibility of achieving desired outcomes in the project instruction without requiring work in addition to the classroom period, which should be a time for learning principles and for planning and reporting jointly.

The project method will become less complicated as the teacher-coordinator begins to approach units of study by making a master list of desired behavioral outcomes to be expected of all; by structuring lists of projects which can apply the principles taught in the unit; by allowing for students to make individual adaptations or to structure original projects if they are capable; by allowing students to share periodically with the class their project activities so that individual learnings may be made common property.

The justification for our program in D. E. is that we prepare students for success in the area of their employment choice. At whatever level of sophistication a student's vocational choice lies, and the coordinator can help him be realistic in this selection, the instructor must provide the opportunity for each student to meet the demands characteristic of the distributive employment. The teaching of what each student needs to know is important, but unless we can translate our teaching objectives into student performance outcomes, then we will have failed in our instructional program.

The project method can be misused by an autocratic teacher. On the other hand, the "Now, students, what shall we do today?" approach is not the project method. The method is based upon student challenge and student involvement. Without these two elements, little learning takes place. These two elements wisely used, can strengthen our cooperative program and help us to make our non-cooperative programs vocationally significant.

SETTING OBJECTIVES FOR PROJECTS

Marvin Hirshfeld
Ralph Bregman*

There are general guidelines that should be followed when setting up objectives, however, this paper will only be concerned with the specifics of operational objectives in relationship to the project method.

At the outset both "project" and "objectives" should be defined. A project is a practical activity which is substituted for actual work experience. In education, there are many kinds of objectives such as: 1. Career objective-which can be defined as the lifelong work of the student, 2. Project objective-which can be defined as the behavioral change brought about by the practical activity, and 3. Instructional objective-which can be defined as the specific content to be learned.

In setting up specific project objectives, the career goal of the student must first be determined. This should be done during individual conferences between the student and the teacher-coordinator using appropriate guidance and counseling techniques. Once this has been done a job description can easily be obtained and/or developed. The publication entitled, "Occupations, Professions and Job Descriptions" published by the Superintendent of Documents, Washington, D. C. has this information. These descriptions can also be developed after discussions with appropriate business people or coordinators who can specify job requirements. These job descriptions should then be translated into instructional objectives. For example: one component of a service station operator's job is to be able to handle cash. The instructional objective therefore, is "making change." The behavioral objective would focus on a project which would translate the instructional objective into a practical activity. As this activity is learned, there is a change in patterns of behavior on the part of the student.

The behavioral objective, which is an integral part of the project, has three components: 1. The evaluative tool that can be used to determine if the student has learned the activity, 2. The specified amount of time, and 3. The conditions under which the student will perform the activity. The following is a basic example of a behavioral objective: The student will make change in five role-playing situations of thirty seconds each using different denominations of money.

---

* Marvin Hirshfeld is Teacher-Educator and Chairman of the Distributive Education Department, Temple University, Philadelphia, Pa.

Ralph Bregman is a Part-time Instructor in the Distributive Education Department, Temple University, and is State Supervisor of Distributive Education for New Jersey.

(Analysis of time used in making change by service station operators should be calculated before project is assigned).

The anatomy of the above behavioral objective is: 1. The evaluations of the student's performance during the role-playing situations of making change, 2. The specified amount of time in 30 seconds, and 3. The condition under which the student will perform the activity in role-playing.

In summary, the project development suggested has three facets; 1. The instructional objective or subject matter, 2. The project objective or activity that relates the subject matter to the third part - career objective.

It must be remembered that the learning involved, no matter how simple it might appear, must be developed in appropriate phases so that the student is not faced with a situation without having sufficiently developed the needed knowledge and skills.

DEVELOPMENTAL PATTERN FOR PROJECTS

Instructional Objective (descriptive)	Project Objective (behavioral)	Career Objective (entry level, career or specialty skill)

Some of the following activities appropriately used should result in behavioral changes.

1. Role-Playing - effective oral communication to demonstrate knowledge and the ability to react spontaneously and intelligently.
2. Written report - the development of writing ability, correlation of information, refinement of research techniques, clarity in memo writing, and summarization of facts.
3. Oral report - the development of continuity in verbal communication and expression of ideas.
4. Observation - judgment of situations, interpretations and correlation.
5. Survey - defining of problems, gathering of data and drawing conclusions and recommendations.
6. Committees - ability to work with people to communicate, share ideas, develop leadership, and to assume responsibility.
7. Conference - simulate sales or buyers meetings to develop the ability to organize information, draw conclusions, and to share ideas.
8. Research - to locate information, selection of pertinent items, proper sequencing, draw conclusions and the intelligent use of various sources of information.
9. School store - inventory control, selling, buying, pricing, display, advertising, maintenance, operations, cash control, etc.
10. Manuals - product knowledge, organization of ideas and method of presentation.
11. Interview - poise, grooming, and ability to answer questions.
12. DECA - develop citizenship, leadership, competitive spirit, human relations techniques and communication skills.
13. Case method - analyze and interpret situations in order to suggest possible solutions.
14. Marketing and management decision games - development of problem solving techniques through the team approach.
15. Field experience - learn by doing under actual conditions rather than simulated.

No attempt has been made to present a detailed listing of the applications of these behavioral activities. Any activity used to simulate a work situation should be appropriate to the material to be learned. For example, if the job description of the student's career objective indicates that research techniques are an important factor, several projects encompassing written reports and surveys should be built into the overall training plan. It must again be emphasized that intermediate activities should be used to develop necessary skills that will be used by the student in attaining completion of the primary project. To relate this to our example several limited surveys requiring few skills might be used to develop techniques to the point where the student can assume an in-depth or major survey.

In conclusion, it must be pointed out that the approach herein taken utilizes the discipline of behavioral change and that learning is evaluated by the degree of change in the behavioral pattern of the student. In order to develop appropriate projects, many hours of preparation on the part of the teacher coordinator is necessary.

ARE WE PREPARED TO DEVOTE THE TIME AND ENERGY REQUIRED?

DETERMINATION OF GENERAL AIMS AND GOALS

Marvin Hirshfeld

In all curriculum development tentative aims should be determined early in the process of work for the following reasons:

1. Aims and objectives locate the ends toward which effort should be directed and determined, to a large extent, the kind of curriculum to be produced.
2. Aims and objectives act as guiding principles throughout a course of action.
3. Aims and objectives determine the points of the curriculum to be considered and the basis on which scope and sequence will be developed.
4. Aims and objectives serve as criteria for the selection of materials to be presented to pupils.
5. Aims and objectives locate the ends of effort and serve as standards by which to evaluate the outcomes of instruction.

Aims and objectives may come from two principle sources:

1. From primary sources, such as an analysis of the interests, activities, and jobs performed by pupils, youth, and adults.
2. From the secondary sources, such as research studies, courses of study, results of investigations, a synthesis of the works of experts in various fields, job analysis, or studies made of the judgment of competent persons.

SUBJECT MATTER IN PROJECTS

The organization and presentation of subject matter should follow a psychological order. Activities, experiences and materials should be arranged (placed at the point of greatest interest and taught at the time when the need for their use is most apparent) to give the learner carefully planned guidance; allow for desired growth and development; promise economy of teaching and learning; be conceived of as units in a total design, provide for real experience with actual material. Learning should be active and dependent upon breadth and richness of past experiences.

PROJECT TRAINING RECORD

Student Participation Activities

Name of Student____________________Occupational Objective________

Project Objective____________________Curriculum Unit____________

I. Project Description

II. Dates
  A. Assignment Dates ________________________________
  B. Performance Dates

Task	Date
1.	
2.	
3.	
4.	
5.	

  C. Individual Progress Reports_____(Attached)__________

  D. Student Final Report______________________________
(Date)

III.Summary (Student Comments)

IV.Teacher Evaluation and Comments

THE USE OF THE PROJECT METHOD

Gilbert E. Chancey*

Much has been written recently about the use of the project method for teaching distributive education. Many educators advocate this as being one of the best methods to teach the competencies required for distributive occupations. Teachers need not be overwhelmed by all the new emphasis being placed on this method. In reality, the project method which is sometimes referred to as problem-solving activities, has been utilized in teaching for a long time. Many of the newer textbooks have suggested projects included after each chapter. Sometimes, these are referred to as suggested activities, problems, things to do, learning your job, and even projects. The project method has a place in teaching distributive education but this method should first be placed in its proper prospective.

William Heard Kilpatrick, although not the first to use the term in education, is credited with conceiving the concept of project utilization in educating. Kilpatrick first proposed this method at a meeting of educators in Chicago in April 28, 1917.[1] Kilpatrick maintained that "the great end of life is not knowledge but action."[2] Kilpatrick believed that "education was the development of character and personality, not the acquisition of bookish information. To calculate exactly what is to be taught now with the idea that it will stay fresh in the student's mind till he is grown up is like measuring meticulously a gallon of water to carry a mile in a leaky bucket."[3] In our rapidly changing world, it is impossible to predict what knowledge and skills a student will need in his future world of work. Kilpatrick felt that to base a curriculum on future adult needs was to build on quicksand. He insisted that the main purpose of education was not to teach a student what to think or what to know, but to teach him how to think and how to live in his present world.

---

[1] Samuel Tenenbaum, William Heard Kilpatrick, (New York, Harper and Brothers, Publishers, 1951), p. 135.

[2] Ibid., p. 135.

[3] Ibid., p. 135.

---

*Mr. Chancey is Head of Curriculum Development and Material Laboratory, College of Education, University of Kentucky, Lexington, Kentucky.

The project method might be defined as being a method of instructing centered around meaningful individual or group activities of educational value, generally involving investigation and solution of problems, and frequently involving the use and handling of products and/or equipment.[4] The key words of this definition are "meaningful activities of educational value" and "involving investigation and solution of problems." One might ask what type of activities come under the project method definition? Almost any type of activity. Projects may be as varied as a teacher's or the students' creativity and imagination can develop. Activities can be developed into projects that may be accomplished in a short span of time such as a single class period, or might require a longer period such as several days, or even an extended period such as several weeks or months. Project activities may be patterned to highlight almost any predetermined learning outcome. Provisions for direct observation of actual work practices and experiences can be patterned into projects. Analysis and evaluation of required distributive social, skill, technological, and marketing competencies may be developed from students' project performances. Projects may be designed to provide the situations, materials, practices, and knowledge not readily available elsewhere and which will simulate required occupational experiences.

Group presentation and discussion or individualized research and practice may be a part of project activities. A fixed sequence of desired learning outcomes can be designed into a project that will build upon prior obtained background information or learning. Projects may be used to clarify learnings, provide answers to questions, stimulate follow-up activities, and encourage students to express themselves either orally or in writing.

Exploratory and discovery practices which contain growth producing activities have been found to provide good learning situations. Research has found that students who utilized such practices to be significantly superior in their ability to recall material initally learned and to apply the material to new and related situations. The preparation of a merchandise manual is an example of a project where a student must investigate sources of information to secure the material required. Conducting a consumers' survey is an example of a project that will require investigation and solution of problems. Before contacting consumers, one must decide what questions to ask, must decide a method to record the answers, and must determine when and where to contact the consumers. Such activities are problems which must be solved before the survey can be conducted. These activities often involve investigating how others have conducted a consumers' survey. Activities requiring the study of printed material and the investigating of how theories, principles, and concepts as contained in the printed material are placed into actual practice within the field of distribution provide ideal learning situations. An example would be visual merchandising. During the classroom study of display principles and practices, students might be assigned projects that would require investigations and reports of how these principles and practices are being used in the retail stores of the local business community.

---

[4] John O. Perreault, Stepping Up With Distributive Education, (Washington, D. C.: Office of Education, U. S. Department of Health, Education, and Welfare, 1965), pp. 3-4.

The key words of the definition of the project method being "meaningful activities of educational value" and "involving investigation and solution of problems," the values to be gained by the students will depend upon the enthusiasm created in the students. Most will agree that learning and motivation are inseparable. If a learning situation can be arranged to encourage students to want to learn, the more readily the students will acquire the necessary learning. Kilpatrick believed that activities undertaken by a student in completing a project, would provide learning which would be transferable to future undertakings. Although the project method as advanced by Kilpatrick has generally been utilized in the elementary grades, there are many learning situations connected with distributive education where this method of instructing can be utilized. This method can provide opportunities for students to apply the principles and procedures as they relate to the competencies required in distributive occupations. This method can up-grade students to new levels of understanding and skill through doing and can provide a laboratory where performance can be evaluated.

A most effective way to test theory is to put it into practice. Distributive education students are not always in the position to put theory into practice. Principles and concepts taught in the classroom are often meaningless unless students investigate the utilization of such in the real world of distribution. Cooperative experiences do not permit students sufficient opportunities to investigate and solve all the problems necessary to obtain a comprehensive education in distribution. The project method can supplement other learning methods in providing the required comprehensive education. Kilpatrick believed that the students themselves should determine the projects which they desired to complete. This is a noble idea and would better motivate students.

Students, though, do not always possess sufficient knowledge and understanding to determine and follow-through on a project that would provide meaningful activities of educational value. To create enthusiasm and motivation, students should be permitted a voice in project undertakings. Teachers should allow students to decide on and plan projects. Each teacher must provide a guiding hand and must carefully weigh each incident for the practicability of permitting a student to determine his own activities. Any activities (or projects) to be meaningful must follow many of the sound rules of teaching and each teacher must apply these rules to any project undertaking. Some of the rules that are applicable to the project method are:

1. Projects should be meaningful and be within the student's capabilities of accomplishment.
2. Projects must be designed so they fit each student's level of motivation and maturity.
3. Each project should be an integrated experience whereby each element interacts upon other elements of the curriculum.
4. Projects should be allied to students' prior education.
5. Projects should be realistic and life related.
6. Projects should be applicable to the learnings to be obtained and the relevance and applicability should be obvious to each student.
7. Project assignment must be appropriate for each student and his occupational objectives.
8. Projects should be so designed that students will be able to bring them to favorable conclusions.
9. Project accomplishment should not be teacher-dominated. The teacher should not provide so much assistance that the students do not have to perform adequately.

Teacher planning is the key to successful utilization of the project method. Although projects may be accomplished either on an individual basis or by a group of students, each teacher must carefully decide which projects are best suited for accomplishing the desired learning outcomes. Careful planning will ensure that project activities do not become laggard and dull and that the sequence of components are logical for the competencies and skills to be obtained.

Each teacher must establish the time span for completion and must ensure that students secure an understanding of what is to be accomplished. The directions students should take to accomplish the desired results must be clarified and defined. Students must have available adequate references and resource materials and other information necessary for solving the problems. The basic competencies to be stressed and developed and the major factors to be considered must be outlined for each student. It may be necessary to provide clues to possible solutions. Definitely, the teacher must define and limit the scope of each project assignment. Although it is the teacher's responsibility to determine the methods of teaching, the utilization of the project method should not preclude student participation in determining projects to be undertaken and the means of accomplishing. The teacher must consider the educational background, the maturity, and the capabilities of a student to complete the desired work. Many students have good ideas and can accomplish much on their own. Student participation should be encouraged. The teacher still has the responsibility to ensure that all undertakings are sufficient to provide the desired learning outcome.

Teachers, in assigning projects, should introduce the students to the project, explain the purposes of the assignment, relate prior learnings to new competencies to be obtained, and establish time schedule for completion of the various components. Each teacher before assigning projects should be able to answer the following questions:

1. Are the suggested learning experiences interesting to the students?
2. Are the suggested learning experiences truly experimental and creative in nature?
3. Do the suggested learning experiences provide enough variation and possibilities of adaptation to meet the real needs of the students?
4. Do the suggested learning experiences contain built-in provisions for generalizations and transfer of knowledge based on a problem solving approach?
5. Are individual differences in ability, motivation, and job requirements provided for?
6. Will the suggested learning experiences act as stimulation to further experimental learning or cause the students to seek additional knowledge by other means?

The project method is a worthwhile method for teaching the competencies necessary in distributive occupations. This method is not a cure-all for teaching and should only be used in conjunction with other teaching methods. If properly planned for, the project method can be a valuable additional method of teaching. Before using, each teacher should be familiar with the content of the project and be able to tailor it to fit the needs of the students. The points to stress before, during, and after completion must be decided. Materials which will be needed in conjunction with the project must be determined. The teacher should decide how to incorporate the project into a regular lesson plan and should decide what purposes of learning are to be obtained by the students. Provisions for evaluating the end results must be provided for. A project should fit the needs of the students, should be interesting, and should be well-organized. Information and materials used should be factually correct, should be up-to-date, and should fit maturity level of students. All project activities should satisfy learning needs of students. After completion of each project, each teacher should discuss conclusions, clarify any unanswered or unsolved parts, answer questions, and discuss any generalizations. Any vital facts, information, or relationships to other desired learnings should be emphasized. The project method will encourage teacher-student planning (with planned use for this purpose) and can be utilized either with individuals or with groups. The use of this teaching method can create interest, can clarify content, and can speed learning. Project activities can increase learning retention and can facilitate teaching; but it should be remembered that it cannot do all the teaching. The use of the project method must also involve active teaching.

It should also be remembered that a project must consist of activities where students will be able to investigate knowledge, principles, concepts, and facts and arrive at conclusions or solutions. This method will provide the means for students to discover knowledge in meaningful and interesting ways. Projects lend themselves to direct student involvement. If properly planned for, projects can provide students first-hand experiences that are full of meaning. The project method can provide the means for achieving a degree of correlation between subject matter and required distributive experiences. Teachers should not overemphasize the end product. Values for performance should not be established on a high level. Teachers should consider the compensation students have received from the meaningful activities of educational value that required the investigation and solution of the problems involved in the undertaking.

BIBLIOGRAPHY

Perreault, John O. Stepping Up With Distributive Education. Washington, D.C., Office of Education, U.S. Department of Health, Education, and Welfare, 1965.

Tenenbaum, Samuel. William Heard Kilpatrick. New York: Harper and Brothers, Publishers, 1951.

2

CASE STUDIES IN ANALYZING PROJECTS

Charles C. Drawbaugh*

The use of projects to educate others is almost as old as civilization itself. Learning by doing, in essence the project method, was probably one of the first methods utilized in learning. In the Nicomachean Ethics, Aristotle wrote:

> The things which we are to do when we have learnt them, we learn by doing them; we become, for instance, good builders by building and good lyre-players by playing the lyre. . . . It is of no little importance, then, that we should be habituated this way or that from the earliest youth; it is of great importance, or rather all-important.

William James was probably the first to enunciate the Aristotelian point of view during our time. Dewey, James, Guthrie, Kilpatrick and Woodhull (8), among others, studied, evaluated, and nurtured the "learning by doing" concept in education. Ellsworth Collins (4), during the early 1920's, carried out a rather sophisticated experiment relative to the project method of teaching. It was during this time that considerable research and many papers were devoted to the project method of teaching.

Stevenson (15) summarized his book on the method of organizing the curriculum on the basis of the project by borrowing the following paragraph from W. V. Charters:

> If the project is to be made the basis of the curriculum, it is necessary for the teacher to decide as scientifically as possible what principles and processes should be mastered by the student and then to select not single projects but groups of projects so arranged that election of projects is made possible with the certainty that all essential facts, processes, and principles will be covered. Then, when the principles and processes have been covered by the project

---

* Dr. Drawbaugh is Associate Professor of Education, Department of Vocational-Technical Education, Rutgers - The State University.

> method in class, enough time should be left in the course so that the subject matter be systematized. First, the project is used for the approach to all parts of the subject, and then a systematizing study of the field follows in an extended summary.

The scholars responsible for establishing the project method did not see it as an entity by itself nor did they agree on the contributions which it could make to learning. The theme which ran through the books, papers and experimental findings of the time was that education produces learning not essentially by what the teacher says, thinks, or does, but by what a student can be encouraged to say, think, do, or feel.

Even with this concept somewhat fixed into the minds of educators, the project methods was not fully utilized for teaching and learning over the years. It was not until recently that the project method had been rediscovered in general education. The idea of learning by doing is practiced sometimes wisely but often shallowly at all grade levels and by all kinds of subject matter teachers. Students are required to do English projects - term papers, science projects - seed charts, history projects - maps, and geography projects - topographies. The concept of "projects," as envisioned by educators in the early twenties, is not being practiced for the most part in general education today.

The Project Method Defined

Before we discuss the project method or teaching by projects, it would be well to settle upon a definition of the term.

Hosic (9) referred to the project method in broad terms as a method of living, . . . a complete, purposeful experience.

In a preface to his book, Stockton (16) wrote, Project work in all subjects is a direct and inevitable result of the working out of the most fundamental of modern educational principles. He believed it was a subject because project materials could be organized to fulfill a specific need not met by any other school subject.

The American Vocational Association (2) prepared the following definition for project method in industrial arts and homemaking education: a motivating technique of instruction in which the teaching units are combined and related to normal life activities being encountered by students.

The first definition of project method was all-inclusive, the second intimated that project work was nothing more than the wise use of modern educational principles, and the third definition implied that it was a technique which combined teaching units with normal life activities.

For the purpose of this paper the following definition was formulated: The project method in vocational education is an approach to learning whereby a productive, consumptive, or problematic act is carried to completion in its natural setting. Stevenson (15) wrote that the provision for the natural setting of the teaching situation is the distinct contribution of the project method. Without the natural setting there is no project. In the definition it is to be noted that: there is implied an act carried to completion as over against the passive absorption of information; and there is insistence upon a situation demanding reasoning rather than merely memorizing of information.

Haines (7) wrote that a project in distributive education has been defined as any individually designed learning activity that has a behavorial objective related to an individual's distributive occupational goal, to be accomplished in a specified length of time, completed independently in a laboratory environment.

Project Method in Vocational Education In Agriculture

Students of vocational education in agriculture, since the inception of the program benefited from the project method. Teachers of agriculture continue to use the project method to advantage for instruction in supervised farming programs, agricultural mechanics classes, and FFA activities. I would hasten to add, however, that agricultural educators realize that no one method or technique of teaching serves all educational purposes. Abilities or interests of students, kinds or types of teachers, and the subject matter to be studied have an influence on the way teaching is organized.

After this somewhat lengthy introduction we are about to analyze some recently completed projects in vocational education in agriculture through the use of colored slides. But before we begin the slides, it is necessary to explain that meaningful, purposeful projects can be done by both individual students or groups of students. A project group may realistically include the entire class of twelve students working closely together on a major project, three groups of four students each working on different parts of the major project, or three groups of four students each working on completely different projects. (The size of class and number of students per group are not significant numbers in this illustration.

In vocational education in agriculture, the students' supervised farming programs are nearly always individual projects. The agricultural mechanics projects may be done by individuals or by groups of individuals. Projects elected, planned, and accomplished by the FFA membership are generally done through committees which are structured groups assigned specific project responsibilities.

Each student of vocational agriculture under the Smith-Hughes law was required to have a home project or supervised farming program. A student was encouraged to have more than one project. The project or projects were carried as individual business enterprises.

Slide #1. Students have both crop and livestock projects. This student, working with his parents and teacher of agriculture, was preparing a silage sample to send to the university to be tested for total digestible nutrients. The boy grew the sorghum, a new forage crop being introduced to the agricultural community. He found that the cattle consumed more sorghum than alfalfa hay and, therefore, increased milk production. The student kept production cost records and used approved agricultural practices to grow the crop. The sorghum was considered a supplementary project in agriculture because it supplemented the dairy project in this particular case.

Slide #2. This student is growing his crop of snapdragons in the greenhouse. He had to know about soil sterilization, crop varieties, cultural practices, growing seasons, and marketing practices to be a successful grower. An important part of the subject matter studied in class relates to the project.

Slide #3. This student's eight acres of field corn was infested with weeds. One question which he solved was the economic feasibility of killing weeds with chemicals. He found that Atrazine efficiently controlled weeds in the corn field without adversely affecting the corn plants.

Slide #4. Five acres of tomatoes is a sizeable project for a tenth grade student. The financial investment is a burden often shared by the parents or a local banker. Investments such as this develop responsibility and business-like qualities within the boy. For example, he becomes more aware of weather conditions or learns to deal directly with employees and businessmen. The father was a truck crop producer. The project fit in with the home farm business. It provided additional learning experiences for the son of the farmer.

Slide #5. This Future Farmer chose to raise beef cattle for one of his projects. The project consisted of nine animals. It was large enough to employ efficient production methods. Labor for the project was performed by the student and supervision of the animals was under his management. It is important that the student hold ownership to the project.

Slide #6. Projects should extend through a complete natural cycle of production. This animal was purchased when it was a small calf. The animal was grown to approximately 1000 pounds, shown at the local fair in competition with other animals, and finally marketed. The project records were summarized and analyzed.

Slide #7. Not all students prefer the same kinds of projects - individual differences, do you remember? Breeding swine make ideal production projects. Ten to fifteen animals involve an appreciable business risk, provide an interesting educational activity, and return a desirable cash profit.

Slide #8. This student reasoned that yorkshire swine were superior to the hampshire animal seen in the preceding picture. Home projects are conducted under a signed agreement satisfactory to the student, his parents, and the teacher of agriculture. The teacher visits each project several times each year to provide instruction and supervision.

Slide #9. Dairy cattle make excellent continuation projects. Since this type of project often extends over a four year period, it must be comprehensive enough to challenge the student during this period of time.

Slide #10. All projects are accurately accounted and recorded in a record book. The project is a small business and must be treated as such. The project records are summarized at the end of the calendar year. The summary reveals an analysis of the business, indicating features and causes of success or failure, experience gained, recommendations for improvement, and plans for continuation.

Slide #11. Mechanics instruction is often introduced through skills training and followed by individual or group projects. This student is partly finished with a farm implement project. Can you tell which part is finished? Why is the student standing behind the completed part? The content of a course of study should be derived largely from students' needs and types of businesses prevailing in the locality.

Slide #12. Trailers are needed on the farm for all kinds of jobs. Boys building trailers learn metal work, woodworking, and painting skills. The course of study in this instance was flexible enough to meet the instructional demands of the student.

Slide #13. Some students prefer to build a large wagon rather than a trailer for a project. Launching a student on a worthwhile project is a procedure which seldom lends itself to formalized classroom instruction. The work of the vocational instructor should not be confined to the four walls of the classroom since his field of activity embraces the life and work of the community in which he should be a part.

Slide #14. Painting a farm tractor is only part of the project you see here. The tractor had to be put into good mechanical condition after it was steam cleaned. The project took approximately four school weeks to complete. A student should know that his progress and success are measured largely by his interest, initiative, and aggressiveness in planning, executing, and evaluating the project.

Slide #15. If a student can build a cedar chest, he can make a hog feeder or a hay rack. The same principles apply to both kinds of projects. When a major project had been determined, it becomes the foundation for the development of the program of instruction for that particular student.

Slide #16. The teacher who uses the project method of instruction must be an organizer and competent in many subject matter areas. The beauty of the individual project method is the fact that each student progresses at his own rate. He is in competition with himself and is also meeting a need through the project he elected to begin and complete.

Slide #17. The teacher of vocational education must realize that the end result of instruction is the students' ability to perform. Has the student achieved the certain project objectives set up? Performance testing, such as you see here, is time-consuming, somewhat costly, and requires close supervision. It is practical, however, with small groups.

Slide #18. Group projects, such as this livestock loading ramp, require less supervision than individual project. Students working together keep each other from making many mistakes. One student measures, another observes: one holds the board and the other nails.

Slide #19. Group projects delimit the number of projects which the teacher needs to manage at one time. Three, four, or more students working on each project keeps the scope of the project program within the limits of the facilities. Building a horse trailer is a worthy project for eleventh grade students.

Slide #20. This chicken house had to be built outside the school facilities. Large projects appear to be more meaningful and interesting to students than small ones. Students want to be challenged with complicated, intricate, and gigantic kinds of projects. They seem to perform best under a reasonable amount of pressure.

Slide #21. The average farm has approximately 80 pneumatic tires on its implements and equipment. These boys set out to build a cheap but safe air compressor for a project. The tank was gotten from a truck where it was used to store air for air brakes. The compressor was removed from an old milk cooler which was discarded. The completed air compressor cost $14.00 to build in the shop. A purchased compressor would have cost ten times as much.

Slide #22. A group of boys are building this greenhouse at the school. They need to know about carpentry, electricity, plumbing, glazing, and painting. It is impossible for this teacher to provide adequate supervision unless he is familiar with the individuals and their competencies. Good supervision inspires confidence and develops a fellowship with the students.

Slide #23. FFA projects are generally always group projects executed by a committee. This window exhibit was proposed, planned, completed, and evaluated by a committee of students. The committee exhibited the finished product and reported back to the other members at a meeting sometime later. Learning at its best is an active process-a process of experiencing.

Slide #24. This project was built by a committee of boys who were in competition with a neighboring FFA Chapter at a county fair. The need was evident. Teacher direction was necessary to select a theme. The learners were interested and ready to develop the project on electricity.

Slide #25. This project is a landscaping exhibit set up in a shopping center during February. Plants had to be forced into flower and arranged in a pleasing manner. The point that needs to be made here is that the project method can appeal to the five senses of learning - sight, hearing, touch, smell, and taste.

Slide #26. Should corn be grown in wide rows and spaced closely or in narrow rows and spaced further apart? This was a question one FFA project committee set out to learn. The committee involved college professors, agricultural specialists from business, and interested farmers in the community. Community involvement is often a very real part of the project method of instruction. By the way, the committee reported higher yields from the corn planted in rows close together with plants spaced further apart in the rows.

Slide #27. This FFA committee set up an experimental project whereby weeds could be controlled chemically in soybeans. Data was gathered on chemicals, a farm store was solicited for chemicals, plot layout was planned, and the experiment was carried out. A final report was submitted to the store owner who supplied chemicals.

Slide #28. An FFA committee, out of sheer laziness, developed an experimental project in asparagus production. The boys did not like to bend over to plant asparagus crowns. They reasoned, why not plant the seeds with a machine? The seeds were planted and the project ended in a complete failure the first year. Heavy rains washed soil into the furrows which covered the seeds with too much soil. The boys learned a lesson even though the project was a failure. The following year they stabilized the furrow walls with a petroleum mulch and successfully germinated the crop. It appears as though the direct seeding of asparagus will be adopted by the farmers in the community as an approved agricultural practice.

Slide #29. One FFA Chapter made a profit of $1500.00 selling garden and field seeds to farmers each spring. The boys learned seed varieties, salesmanship technique, and delivery procedure. The seed sales project provided a series of guided experiences so related that what was learned in one served to elevate and enrich the subsequent stream of experience.

Slide #30. The project method is built on the principle that students must propose what they do. This Christmas centerpiece sells for $7.50. The FFA Horticulture Club grows the poinsettias from cuttings, buys the greens and fashions hundreds of the centerpieces for Christmas sales.

Slide #31. School activities make ideal projects for students. This inner court was developed into an outdoor living area. The brick patio was planned for traffic, the benches for relaxation, and the turf and foliage plants to blend the architecture into the landscape. The actual learning is accompanied by many concomitant learnings.

Slide #32. The entrance to this school was landscaped by future farmers as a project. What were the essentials? Plan the project. Select correct plants. Sequence the steps in achieving success. Apply safe work practices. Do quality work. Evaluate the final product. Etc. Etc.

Slide #33. Citizenship is learned through community projects. This alley was closed to automobile traffic to serve as a passageway between a parking lot and stores. Walls were painted, planters were built, benches were installed, and trees and shrubs were planted. Projects are used to work out practical problems embodied in a concrete situation in real life.

Slide #34. This wooded area was made into a community park by a group of students. It was not bookish and school made, but practical and palatable. The project had a basal idea, a center for the grouping of facts. And, too, transfer of knowledge or application of learning, an uncommon occurrence in the classroom was being practiced.

Slide #35. The end product of the project method is a changed student. The aim of vocational education is to provide the student with the necessary competencies and skills to become employable at a gainful occupation. The project method has been utilized with some success in vocational agriculture through the years.

Perhaps we in agriculture have succeeded only fairly well in implementing the project method over the years. Even so, the public wants vocational agriculture, a program that results in the ability to do. Now more than ever before, the public realizes that both the social and economic worth of a man depends upon his ability to do things as well as to know them.

Some Conclusions

The concluding section of this paper will be given to those concepts which were learned by vocational agricultural educators about the project method. It would be unwise for someone from outside D. E. to tell you how to set up the project program in distributive education. To discuss with you what we have learned about the project method which may be applicable to distributive education is the desirable approach. Your experience and background will help you determine if the ideas presented are worth considering your proposed programs.

The success of the project method is directly related to the kind of teacher or teachers employed to instruct the students. In fact the teacher is the most important single aspect, component, or variable in the teaching-learning process, regardless of the method of instruction used. Show me a good instructional program and I'll show you a good teacher.

From observations it appears that certain teachers' qualifications lend themselves to establishing new educational programs utilizing the project method. They are: (1) Beginning teachers become established more quickly than an experienced teacher can adapt to a new teaching method; (2) Imaginative and innovative kinds of persons thrive on projects which vary continually with students, needs, and times; (3) The democratic teacher with strong guidance tendencies should out perform the autocratic teacher in a project environment; (4) A person with a variety of work and leisure experiences coupled with a broad-based formal training would have an ideal background for teaching by means of the project method; and (5) The practical or vocationally oriented teacher should fit into the project method context better than his theoretical or academically oriented counterpart.

The teacher must know how to keep himself in the background after the project is envisioned but unload the burden of thought and expression from himself upon his students. It is the job of the teacher to guide the process of thought skillfully by occasional suggestions or criticism, but to remain to a large extent a silent spectator. Haines (7) observed that the project method flourished and declined in general education mainly because the choice of projects was for the most part in the hands of the students. The balance in the teacher-student relationship is a delicate one which only the experienced teacher knows how to adjust.

Learning theory is as important for the project method as it is for any other method of teaching. Some factors underlying learning which apply especially to the project method of teaching are: (1) That students who are bored and find classes dull and monotonous often consider the project method an adventure, a new experience, and a zestful activity; (2) That the project method uses the whole-method which differs from the fragmentary unit of study approach to the accumulating of knowledge; (3) Learning is more meaningful because the material to be learned is rich in association; (4) The project method allows for individual differences among students within a class; and (5) The project method provides for experience necessary for transfer of knowledge. One cannot transfer or apply a principle to a situation with which he is not familiar.

Projects have features which make them highly desirable learning activities. They generally grow from an idea around which supporting facts are grouped. The ideas or topics are concrete because they often relate to persons, processes or things. They have a way of growing from small, local beginnings to larger and greater undertakings. Among other things, projects are useful in that the student learns to assume responsibility.

The project method makes demands that discourage educators. A spacious laboratory in a special kind of building is almost a necessity. More equipment is needed. Field trips to businesses and industries or into the school community require transportation and, yes, flexible scheduling. This is a kind of vocational education which is costly in dollars but never calculated on a cost-benefit basis and then compared with the supposedly less costlier kinds of educational programs.

In closing, I believe that one of the grave mistakes being made by the voiciferous leaders and more prolific writers in distributive education is the constant reference to conducting projects "in-school," "in the classroom," and "in a simulated environment"(1) (7).. The latter is somewhat of an improvement but even "simulation" is not a real situation and the students know it. Simulation is not reality when the teacher or students refer to products on the shelves as "dummy merchandise." The D. E. definition of project method as cited earlier specifies "laboratory environment" which may mean in-school or in a real situation. Educators too often think of a laboratory as a modified classroom rather than a community loaded with a host of resources available to the school. The laboratory is good, community resources are considerably better.

You are here to learn about the project method and to seek out its merits. As a predominant method of instruction for preparatory classes in distributive education, the project method is comparatively new. Your task in the future will be to operate pilot programs and to objectively evaluate them. May you find the project method as educationally sound in distributive education as we found it in vocational agriculture.

REFERENCES

1. Antrim, William H. Realistic Learning in a Simulated Environment. American Vocational Journal, 1967, 42:29-31.

2. American Vocational Association. Definitions of Terms in Vocational-Technical and Practical Arts Education. Washington: AVA, 1964.

3. Bohn, R. C. Place of the Project in Industrial Arts. American Vocational Journal, 1959, 34:18.

4. Collings, Ellsworth. An Experiment With a Project Curriculum. New York: The Macmillan Company, 1929.

5. Deyoe, George P. Methods and Materials for Teaching Vocational Agriculture to High School Students. Urbana: Division of Agricultural Education, University of Illinois, 1954.

6. Getman, A. K. The Home Project. Albany: The University of the State of New York, 1920.

7. Haines, P. G., and E. T. Ferguson. Distributive Education. Business Education World, 1966, 47:16 0:34, N:34, and D:66.

8. Hofe, George D. Project Method and its Origin. Teachers College Record, 1966, 67:371-373.

9. Hosic, James F., and Sara E. Chase. Brief Guide to the Project Method. New York: World Book Company, 1926.

10. McMurry, Charles A. Teaching By Projects-A Basic for Purposeful Study. New York: The Macmillan Company, 1920.

11. Mickelson, John M. Evolving Concepts of General Method. Theory and Practice, 1966, 5:81-86.

12. Reynolds, L. R. Project Teaching with Junior Highs. International Journal of Religious Education, 1962, 38:22-23.

13. Ross, W. A., D. M. Clements, and E. J. Johnson. Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs. Vocational Division Bulletin No. 225, Washington: U. S. Office of Education, 1944.

14. Sampson, Harland E. Distributive Education. American Vocational Journal, 1966, 41:14-17.

15. Stevenson, John A. The Project Method of Teaching. New York: The Macmillan Company, 1921.

16. Stockton, James Leroy. Project Work in Education. New York: Houghton Mifflin Company, 1920.

17. Symonds, Percival. What Education Has To Learn From Psychology. New York: Teachers College, Columbia University, 1959.

18. Weaver, Gilbert G., and Louis Cenci. Applied Teaching Techniques. New York: Pitman Publishing Corporation, 1960.

CONTROLLING PROJECT EXPERIENCES

Clifford Freund*

Each one of us knows that an effective DE coordinator is highly dedicated to the individual growth of his students. In each class, each student is given individual attention, instruction, and guidance in an attempt to develop him into a productive citizen in a free enterprize, democratic society. I am sure that there is nothing new or provocative expressed to you in the previous statements and I'm also sure that no one is going to get very excited when I say that studies have verified these statements! However, research has said little about contributions to individual growth through project experiences. We have heard many well-sounding phrases about individual growth, and I know that each DE coordinator can cite progress of certain of their students that would make each of us proud. As for the project method, so much has been written and discussed about this that I feel it is important to define what is meant by "Project" as it relates to this discussion. What I'm about to define is not the commonly used definition, but one that I sincerely feel is more practical for everyday use. A project consists of all practical activity of educational value inside and outside of class for which systematic and progressive instruction and supervision are provided by teachers, employers, parents, or other appointed authorities. You will note the words "educational value." I don't think we can discuss educational value without discussing individual growth; and we can't talk about individual growth in Distributive Education without talking about participating activity. In the participating activities method of teaching DE, each student must be given worthy related projects; and when we talk about project activity inside and outside of class, and supervision as mentioned in the definition, I believe that you will agree that these phrases imply or suggest control. That is what I want to talk about today, "Controlling Project Experiences." Controls run the gamut; from legal authority that is "fixed"; over which we have no control, to local authorities against which we can usually bring to bear considerable change by proper thought and action. These controls emanate from the federal and state, as well as the local level. We can mention some of these briefly; others should be considered in more detail. I assume that all of us operate under a state plan, and use it as a basic guideline. Thus, the state plan is legislation, and our first control. It represents authority against which we can exercise little influence. At the next

---

*Mr. Freund is supervising coordinator at Roxbury High School, Succasunna, New Jersey.

level of control is the local board of education, followed by the school administration. These various segments of local level administration are responsible for most of the regulations that affect our roles as coordinators. These authorities set forth policies and procedures, some of which are "fixed" as in legislation. Other policies, however, permit the coordinator an opportunity to exercise considerable influence and persuasion.

All too often we are prone to accept, or interpret these policies as rules, or regulations. We may inadvertently, or deliberately, accept them as controlling factors which may prevent the initiation of a potentially very successful project. If we allow ourselves to accept policies as rules instead of guides for action, we are not practicing effective DE leadership.

There is much more to being an effective DE coordinator than just being dedicated to the individual growth of the student, as indicated in my opening remarks. We have a responsibility at the local level to influence the regulations and the policies as they pertain to our programs. For example, consider the 12 month contract. It is absolutely essential that the administration realizes, understands, appreciates, and compensates us for the necessary work performed during the summer months. Graduating students must be placed, adjustment problems must be taken care of. Incoming students must be started on their educational program of employment and counseling, so that learning takes place during the summer months. In turn, these students will be better prepared to benefit from the related instruction in the classrooms in the fall. Certainly, your problems and mine, the educational process of your students and mine, do not stop just because the end of the traditional school calendar has been reached! It is vital to us that our administration, and boards of education understand this, and grant the 12 month contract. More important, however, it is vital to them that they see the favorable effect of the school in the eyes of the community.

Reflecting on this example, I hope we understand that we can increase our effectiveness many fold when we can talk through our problems with the administration, or board, and justify our position, forecast the expected results in terms of the favorable effect to the student, school, and community.

We must be willing to argue, plead, sell, yes, sell, our case. It occurs to me, at this point, that DE coordinators present themselves to be the world's best salesmen! Each of us has every confidence in his sales ability. But, many of us, I'm afraid, throw all sales sense, sales acumen to the wind when we approach the administration or board and say, "You don't want to buy something, do you?"

To use a cliché, "plan your work, and work your plan." When we approach our administration we should have our "sales plan" worked out in advance, and use every facet of common sense salesmanship to sell our plan. After all, selling is a person-to-person relationship and why should we allow age, position, or authority of our customers affect our presentation? Let us use our knowledge and ability to "sell" those in authority in those cases where we do have a responsibility of exerting our influence, and not play the role of the submissive. If we win fine, we've made a "sale"; if we lose, we will be better informed, and our administration and board will be too. But, keep in mind that many sales are not made at the first presentation, but an effective presentation will permit us to be welcomed again in the future. We may have to take years to make our point, but persistence will pay dividends with future success.

Let's see if we can reduce these thoughts to basic terms and language that we use everyday.

First of all, let's "originate" a project for ourselves without being concerned with definitions. Let's approach a project by simply asking ourselves, "What are we trying to accomplish with this student?" "What are his interests, desires, aims and objectives?" "What can be done to develop these factors in the business community, in the school?" "What then should be the criteria?" The answers to these points should determine the project and the occupational objective. So many people criticize the policy of having youth declare the occupational objective when the concensus is that many youth do not know what they want to do. Speaking frankly, I have criticized this policy, too. However, we cannot let this indecision of youth (and they have a right to this, just as you and I) allow our related material, or projects to be turned into a meaningless, drifting, aimless program. We must turn this indecisiveness into exploratory opportunities that will provide the student with the opportunity to discover himself, and in this way the student will be able to find the vocational area that suits him.

Therefore, the indecision of youth should not control the project experience, for there is much we do know about youth, undecided or not. There, again, is much we know about them in general which must be considered when exploratory projects are developed.

We know that their real motivations are:

1. A sense of accomplishment
2. A sense of responsibility
3. A sense of personal growth
4. Recognition

Pay, "learn and earn," a well-liked teacher or employer, working conditions or pleasant classroom experiences are not lasting motivations. The lack of them could become a strong demotivator, but we must think primarily in terms of the four points mentioned above when determining a project. These points - MOTIVATIONAL FACTORS CONTROL THE PLANNING OF A STUDENT ACTIVITY.

Second, goals should be established by the student, coordinator, and employer, if there is to be one in a project, working together. Appreciable improvements in performance are realized only when specific goals are established with time deadlines set and result measures agreed upon. Subsequent rating of the students should be made again by the coordinator and employer, and rating should be done in terms of how close the students come to meeting the goals established with them. THEREFORE, WE HAVE THE SECOND CONTROL OF A PROJECT - GOALS.

Extremely important are certain conditions that must be recognized at this point.

(1) All projects should be directed in terms of the student's objective; what is he growing up to be?

(2) All factors must be individualized. When goals are established, the differences between the "fast" learner and "slow" learner must be recognized. Goals must be established that allow for these individual differences. What the "fast" learner can do in one week, may take the "slow" learner two weeks to perform. Goals and ratings must, again, recognize these differences.

Regardless of differences and indecision, as previously stated, youth has motives for a sense of accomplishment, responsibility, personal growth, and recognition, and need finite goals to meet within specified time limits.

Hopefully, at this point everything is fine. You and the student have an understanding, individual differences are recognized and you know of an excellent work station and you now believe that the student is ready for employment. However, at this point many other possible controls, or influences come to light. These INFLUENCES TEND TO CONTROL THE COORDINATOR INSTEAD OF THE COORDINATOR CONTROLLING THE INFLUENCES. You know them--a parent who does not want her son to work at that place, or a student who says, "I can't take that job because I have no way home from work, "or an employer who offers an excellent work station to you says, "I'd like to participate with your school, but I can only use a student when I'm busy, and that's 5 to 9 p.m. I couldn't possibly use a person in the afternoon when you, Mr. Coordinator, want me to use him." You and I could go on and on, but what I am pointing out here is that now we are to the real controls, the day in, day out concerns, the prevailing influences on our project experiences that we continually face.

What do we do about it? At this point do we say, "Well, Son, you can't work there because your Mother doesn't want you to, and when I find something else, I'll let you know?" Is this how we would allow this influence to control the experience? Do we say to the student who has no way home, "You know you're supposed to arrange your own transportation, and when you get a car, or get a ride, let me know; of course, there is no guarantee that I'll have a suitable project for you then so maybe you'd better not come into the program." Is this the way in which we would allow this influence to control this project experience? How about the employer who has the excellent work station, but whose hours are not compatible with those of your program, or perhaps are incompatible with those of your administration's thinking?

Allow me to present a couple more examples. Assume we are coordinators of a cooperative program and all of our students must work on the job. What do we say to the athlete that wants to come into the classroom portion of your program only? Do we tell him he can't because he must work, and that's it unless he wants to give up his athletics, or to the girl who is very active in extra-curricular activities who essentially asks the same? Are projects the answer to these situations?

What do we do about our DECA projects and its financial responsibilities when the board of education does not allow fund raising by any school club?

What do we do about the situations when DECA members must pay for their own bus to take them to their own state convention, yet have their hands tied so that money cannot be raised to help offset such expenses. Properly administered and organized, fund raising projects are worthwhile project experiences. Does your board of education recognize the difference between a subject matter club such as DECA as compared to the social or extra-curricular clubs?

These, again, are the real controls, the real influences, the real problems.

Let's repeat them briefly: federal regulations, state plan, board of education, school administration, department heads perhaps, employers, working hours, child labor laws, parents, business community, the individual firm, cooperative vs. project programs, school activities, the students' peers, and semantics.

What do we do about them? It would be presumptuous of me to answer because each situation is different. But I can suggest this. If we are really dedicated to the individual growth of our students, then we must control our projects by talking through the problems with our administrations; justifying our ideas and program in terms of the resultant favorable effect to the school in the eyes of the community. We are the image of the school in the eyes of the business community. We are a reflection of the school. Our programs mirror it. We have the responsibility to obtain this favorable effect.

Permit me to say in conclusion that the success or failure of our programs at the local level rests with us, the coordinators. If we fail, we must, without excuses, accept the blame. If we succeed, we share the credit.

I cannot submit to you a clear-cut answer that will solve the situations such as those that I've described. What I have attempted to do is to bring to the surface problems that exist; and, hopefully, with the talent as represented in our audience, we will be able to learn how to control them.

A word of caution. The establishment of the project method is a project in itself for the coordinator. We, as coordinators, must use the same process, the same steps in establishing the project method as the student uses and follows in the projects. We help him design and supervise. We expect our students to do preparatory work, don't we owe them the same in return?

USING APPROPRIATE FACILITIES AND EQUIPMENT

Garland D. Wiggs*

Before we begin looking at Using Appropriate Facilities and Equipment, let's agree on one fact about Distributive Education today. The learning outcomes expected for students enrolled in Programs using the Project method or the Cooperative method are identical.

The Project Plan calls upon us to provide much more comprehensive instruction and experiences in marketing and merchandising than does the Cooperative Plan in order to qualify our students for jobs in the distributive occupations of their choice. The Project method in Distributive Education requires that we place far greater stress on student involvement in simulated work experiences under laboratory conditions. Therefore, our Distributive Education classroom facilities must be equipped to provide our students with meaningful, realistic and practical experiences that will be recognized by prospective employers as meeting the needs on entry-level employees.

The most important aspect of the Project Plan D. E. Program is that the classroom-laboratory environment be used effectively to make our instruction meaningful as possible to our students. So often a school provides an adequate classroom environment, but the equipment is seldom used by the teacher-coordinator to make his instruction realistic. The Project method of instruction will stand or fall on how closely the teacher-coordinator can simulate the actual job environment under laboratory conditions by using everything at his disposal to attain realism.

Some specific suggestions are made in the following pages for D. E. facilities and items of equipment for the Project Plan Distributive Education Program. The equipment may or may not include a model store. The most important consideration each coordinator must make should be the goals of this program with the classroom environment developed in light of these goals.

Suggestions are made for a large and small school facility providing for varied types of school situations. A skeletal sample floor plan may be used as a point of departure in developing a total Distributive Education Classroom-Laboratory facility.

A fairly complete reference list is provided in the Bibliography and should serve as a guide for further reading on the subject of

---

*Mr. Wiggs, Teacher-Educator and Assistant Professor of Distributive Education, Rider College.

Facilities and Equipment for the Distributive Education Program. Many of these books and bulletins should be included in the teacher-coordinator's personal library for reference in upgrading his Program.

A Look At Facilities

The major consideration involved in determining an adequate Distributive Education facility (classroom(s), office space, instructional materials laboratory, rooms for small group instruction, etc.) is one of establishing an adequate substitute environment for the job being trained. This may vary from state to state, as well as from program to program, depending upon the job requirements to be learned and the functions to be carried out by the Distributive Education Program. That is, the aims of the program should be the guidelines used to establish an adequate facility.

It should be kept in mind that flexibility is important today. Distributive Education Programs must be geared for change in response to the dynamic and rapid changes taking place in the field of distribution. Therefore, the facility and equipment must be changed easily. Provision should be made for future expansion, changes in functional equipment, use of varied methods and materials, and additional teacher-coordinator personnel in the Distributive Education Programs.

Several conditions may help or hinder the development of a Distributive Education facility. First, when a new school is being planned, the facility should be designed and constructed with the flexibility built-in and with the goals of the program in mind. So often a room is assigned after the school is constructed, and the instructional program must be designed to fit within these confines. Second, a program may be established in a school that is already built, whether it is a new school or an old one. This situation, of course, causes more difficulty in implementing the Distributive Education Program--and also calls for more ingenuity on the part of school administrators and teacher-coordinators to make the facilities fit the Program--rather than making the Program fit the facilities.

Other considerations to be made are whether the program is located in a large school or a small one, in an uncrowded or a crowded situation. The important factor to consider in any case is the accessibility and useability of the Distributive Education classroom-laboratory.

Some General Considerations:

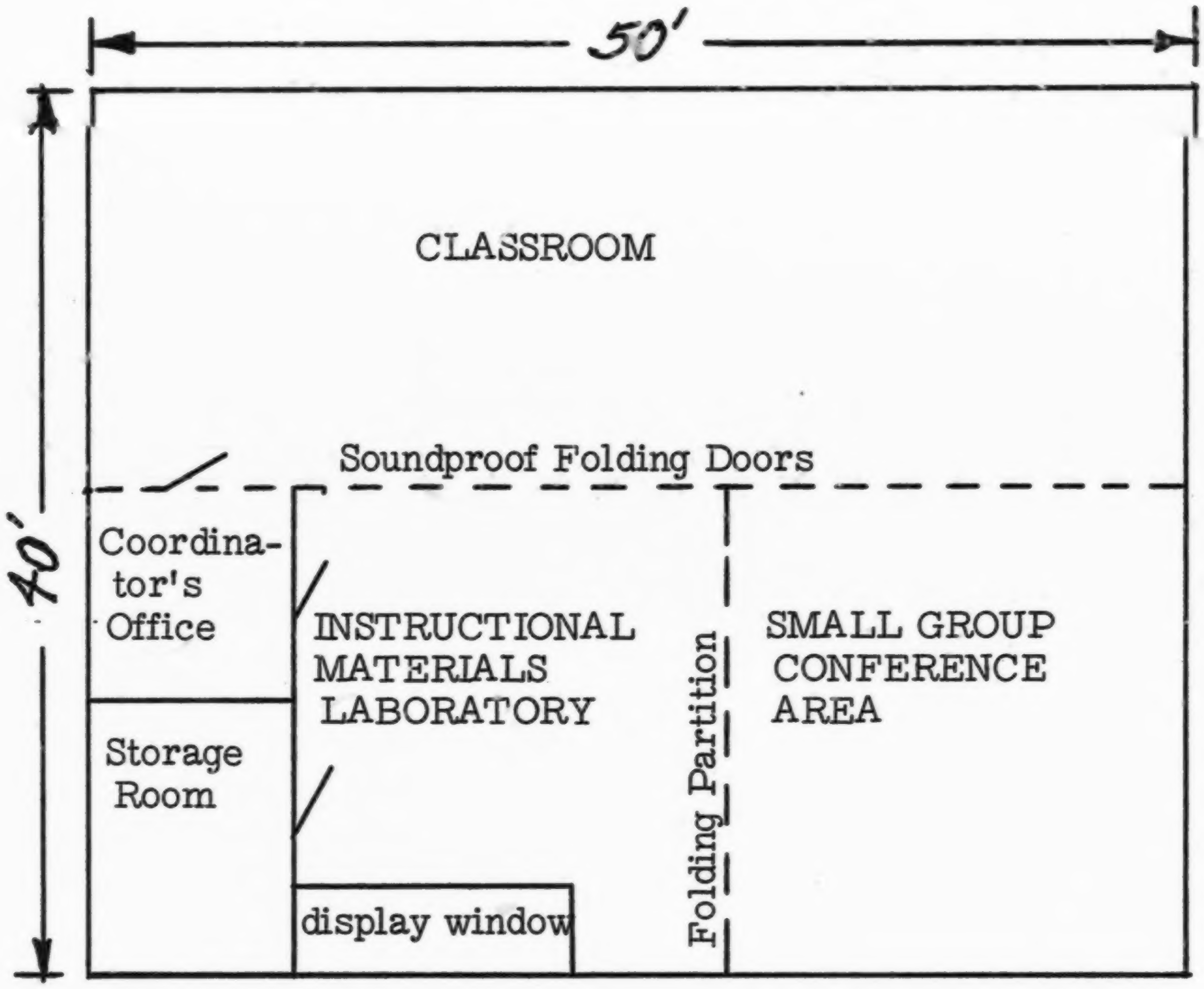
There should be sufficient space to carry out the many and varied participative activities of students enrolled in the Project Plan Program. Space should be a minimum of 30 square feet per student. This area would permit proper placement of tables, chairs, desks, instructional equipment, storage area, model store (if desired), and a coordinator's office.

It is necessary to have either a central library or a departmental library with sufficient volumes appropriate for the subject matter being taught. Some of these books may be general in nature, such as marketing, retailing, wholesaling, salesmanship, while others may be very specific, such as fashion merchandising, service station management, food merchandising, auto parts wholesaling, etc. Again it is important that these volumes be used in instruction. . . making certain they are current and appropriate to the learning objectives.

Facilities in a Large School:

It is easier, of course, to have a more complete facility in a large school system where there are many more students to serve in varied types of Distributive Education Programs: in-school, part-time, and adult. The following is a suggested floor plan for such a facility:

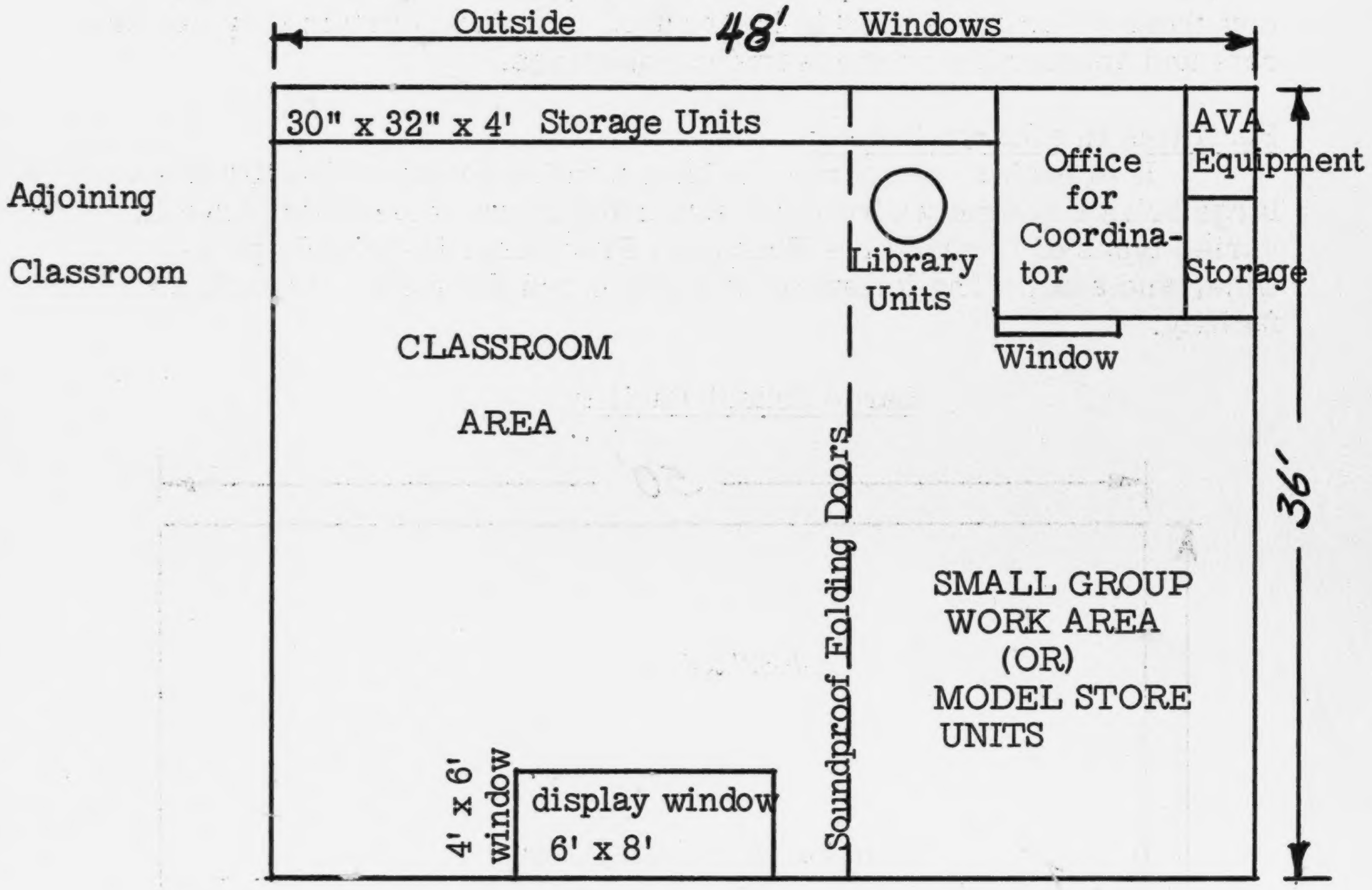
Large School Facility


50'
40'
CLASSROOM
Soundproof Folding Doors
Coordinator's Office
Storage Room
INSTRUCTIONAL MATERIALS LABORATORY
display window
Folding Partition
SMALL GROUP CONFERENCE AREA

Facilities in a Small School:

Distributive Education Classroom-Laboratory facilities can be developed in schools using regular-size classroom areas that may be adapted to serve students in both the in-school programs and the adult programs. The following is a suggested floor plan for such facilities:

Small School Facility


Outside
48'
Windows
30" x 32" x 4' Storage Units
Adjoining
Classroom
Library Units
Office for Coordinator
AVA Equipment
Storage
Window
CLASSROOM AREA
Soundproof Folding Doors
SMALL GROUP WORK AREA (OR) MODEL STORE UNITS
4' x 6' window
display window 6' x 8'
36'

A Look At Equipment

The only difference in the Project method from the cooperative method is that the downtown store facilities will not be as readily available to the project student as to the cooperative student. Therefore, if the instruction is to retain the relevance of the cooperative program, more equipment must be made available to the project student. Equipment should be identical to the kinds and types of store equipment found in downtown store locations. Stimulating the interest of project students through a true store atmosphere should be a major goal of teacher-coordinators of the Project Plan Distributive Education Programs.

All of the items listed below are considered by employers and teacher-coordinators alike to be practical, realistic, and purposeful in developing a sound project method Distributive Education Program. However, it should be kept in mind that the availability and necessity of individual items depends upon enrollment and program goals in each case.

Because of the wide variety of distributive occupations, not all equipment will be used equally from year to year. Careful attention should be given this list in order to secure a balance of equipment dictated by function rather than specific store application.

This list of equipment is by no means all-inclusive and should be considered as a basic list of categories of equipment rather than specific recommendations for every Distributive Education Program.

Suggested List of Types of Equipment Needed for the Distributive Education Program

Classroom Equipment:

- Trapezoid or rectangular tables
- Chairs
- Chalkboard
- Magnetic board
- Flannel board
- Easels
- Bulletin board
- Hook and loop board
- Tackboard
- Overhead projector
- 16mm film projector
- Sound-filmstrip projector
- 35mm slide projector
- Tape recorder
- Tilt-screen
- 3-speed record player
- Rear projection screen
- Film catalog
- 35mm camera
- Polaroid camera
- TV set
- Cartridge filmstrip previewer
- Slide trays
- Filmstrip file
- Study carrels
- Programmed text catalog
- Business game file

Laboratory Equipment:

- Display tables & stands
- Lighted showcases
- Checkout/wrap counters
- Counter/storage unit with sink
- Multi-merchandiser gondolas
- Wall units
- Shadow boxes
- Mannequins
- Display forms
- Sign holders
- Pegboard walls
- Marking machines
- Cash register (if actually being used in training)
- Wall staplers and pullers
- Large mirror
- Dummy money
- Display spots
- Turntables
- Functional props clothing, shoes, hats, accessories

Storage Room Equipment:

- Shelving
- Work tables
- Showcard printer
- Tool cabinet
- A/V equipment cabinets with locks
- Lock storage for functional props
- Ad layout-drafting board unit

Office Equipment:

- Desk and chairs
- Filing cabinets
- Resource files
- Typewriter-long carriage
- Adding machine
- Typing stand and chair

And In Summary . . .

We have tried to outline in this short paper some of the needs facing teacher-coordinators using the Project method in their Distributive Education Programs. It must be recognized that the Project plan requires the use of more realistic training, simulated training to be sure, but training that will achieve the outcomes expected... employment. The Project method offers us another organizational pattern for employment training. Its success or failure will depend much on how well we use the facilities and equipment provided for our Distributive Education Programs. It is important to remember that the job has been the laboratory for our cooperative students. We must make our Project method classroom-laboratories a proper environment for learning so the skills necessary for entry-level employment are achieved by our students.

BIBLIOGRAPHY

Reference Books

1. Haas, Kenneth B., Distributive Education, 2nd Edition, pp. 34-41.
2. Haas, Kenneth B. and Harry Q. Packer, Preparation and Use of Visual Aids, New York: Prentice-Hall, Inc., 1946, Ch. 11, "Training Laboratory," pp. 15-65.
3. Ivins and Runge, Work Experience in High Schools, pp. 175-182.
4. Minneapolis Vocational High School, Curriculum-Retail Training, 1941, Ch. 5.
5. Mason, Ralph and Peter G. Haines, Cooperative Part-time Occupational Training Programs, Interstate Publishing Co., 1965.
6. Meyer, Warren G. and Howard F. Rosenwinkel, Equipment and Layout, Ch. 17 of the Eastern Business Teachers Association Yearbook on Business Education Facilities, Supplies, and Aids, Vol. I, 1963.
7. National Study of Secondary School Evaluation, Evaluative Criteria, 1960 Edition, Washington, D. C., 1785 Massachusetts Ave., N. W., pp. 97, 99.
8. Rakestraw, C. E., Training High School Youth for Employment, p. 130.

Reference Bulletins and Duplicated Materials

1. American Vocational Association, Evaluative Criteria for Distributive Vocational Education, pp. 9, 10, and 14, Physical Facilities and Instructional Materials.
2. California State Department of Education, Layout and Facilities for Business Education, Business Education Publication No. 68, Sept. 1952.
3. California State Department of Education, Making Maximum Use of the Retail Training Laboratory.
4. Illinois State Board for Vocational Education, Distributive Education Manual for Coordinators and Teachers, pp. 17-20.
5. Lebeda, Agnes, A Guide for Planning Business Education Departments in Iowa, School Building Planning Series Part IV, Bulletin 127. 4, Engineering Extension, Iowa State College, Ames, Iowa, 1957, pp. 8-9.
6. Patterson, Julian, Coffee and Eltzroth, D. E. Classroom Layouts.

7. Pennsylvania Department of Public Instruction, Distributive Education, A Working Manual, Bulletin 380, Harrisburg, 1952, pp. 19-22.
8. Tennessee State Board for Vocational Education, A Manual for Coordinators of Diversified Occupations, 1949, pp. 22-24.
9. U. S. Office of Education, Bulletin No. 186, Cooperative Training in Retail Selling in Public Secondary Schools, Ch. 12.
10. Washington State Board for Vocational Education, Planning Building and Equipment Needs, Report of Statewide Teacher Training Conference in D. E., October 23-24, 1953.

Reference Periodicals

1. American Business Education Yearbook, Vol. V, 1948, Haas, Kenneth B., "Planning the Distributive Ed. Room," pp. 136-146; Jacobs, Lloyd H., "Distributive Ed. Supplies," pp. 232-236; Milligan, Jack, "Retail Training Laboratory Equipment," pp. 197-204.
2. Baldoni, Marrion R. and Helen L. Smith, "More Than a Retail Unit-A Unified Workshop," American Vocational Journal, June, 1948.
3. Blackler, William R., "Equipment in Distributive Education," American School and University, 13th Edition, 1941, pp. 381-386.
4. Dittamo, Gqetano E., "A Practical Beginning for a Program in Distributive Education," Business Education Forum, 16:26, December, 1961.
5. Dorr, Eugene L., "Evaluative Criteria of Distributive Education: Physical Facilities," Business Education (UBEA) Forum, 15:15-16, April, 1961.
6. Edgar, John B., "How Our D. E. Students Lend a Hand in the Management of Our Classroom," Business Education World, 31:448-49, May, 1951.
7. Carlo, Patrick A., "Retailing Students' Miniature Department Store," Balance Sheet, 38:201-03. January, 1957.
8. "D. E. Classroom Inspires Students," The Distributor, 13:6-7, January, 1959.
9. Freund, Ray, "Store Unit Improved Instruction at Faribault," MVA Viewpoints, 13:11, June, 1960.
10. Fries, A. C., "Building Facilities and Equipment for Business Education," American School and University, 18th Edition.
11. Gram, Henry H., "Use Equipment to Give D. E. Students a Broad Background," Business Education World, 40:17, 38-39, May, 1960.

12. Hecht, Joseph C., "School Store Develops Appreciation of Management Problems," Business Education Forum, 10:20-31, May, 1956.

13. Hickman, Helen, "Department Store Is Their Classroom," American Vocational Journal, 20-42, March, 1945.

14. "The Ideal Classroom," The Distributor, 15:6-7, February, 1961.

15. Johnson, Nina M., "Basic General Requirements for the Layout of All Business Department Rooms," American Business Education Yearbook, Vol. 5, pp. 7-14, 1948.

16. Jones, Ruth, "Manufacturer's Information," American Vocational Journal, 23-24, January, 1948.

17. Josko, William J., "You've Got to Tell to Sell," UBEA Forum, October, 1949, p. 37.

18. Kraushar, C., "Why Not Start a Merchandising Laboratory," American School and University, 1952, pp. 289-292.

19. Maach, Vernon, "School Store Motivates Students in Retailing," MVA Viewpoints, 13:13, June, 1960.

20. Meyer, Warren G. and Margaret E. Andrews, "Given Two Feet of Space-Results: A Distributive Education Classroom," Business Education Forum, 11:12-13, April, 1957.

21. Meyer, Warren G. and Wayne G. Little, "Distributive Education Facilities," American Vocational Journal, 39:19-21, January, 1964.

22. "The Modern School Store Laboratory," UBEA Forum, April, 1951, pp. 18-19.

23. Nemetz, Carl, "The Need for a School Store," Eastern Commercial Teachers' Yearbook, 1941.

24. Nolan, C. A. "Laboratory Materials for Selling Classes," Journal of Retailing, December, 1941, p. 123.

25. Plask, John R. and Herbert M. Freeman, "Basic Specific Requirements for the Layout of All Business Departments," American Business Education Yearbook, Vol. 5, 1948, pp. 14-20.

26. "Retailing Room Plan," Stores, August, 1948, p. 50.

27. Simmonds, Dorothy E., "Equipment for the Distributive Education Department," UBEA Forum, 5:34, April, 1951.

28. Shaw, W. F., "Retail-Selling Units in Action," American Vocational Journal, October, 1946.

29. Stanitis, Sylvia, "Establishing A Demonstration Store in A High School," Journal of Retailing, February, 1948, p. 30.

30. Tibbetts, Eva F. and Kenneth R. Williams, "The Retailing Laboratory Store," American Vocational Journal, March, 1951, pp. 16-17.
31. Tapply, Phillip C., "Our School Store-A Learning Experience for All Business Students," Business Education World, 32:232-33, January, 1952.
32. Van Wagnen, Marilene, "The Retail Training Laboratory," UBEA Forum, April, 1951, pp. 18-21.
33. Wall, Margaret G., "Distributive Education and the Fundamental Processes," American Business Education, 13:182-84, March, 1957.
34. Patterson, G. E., "A. D. E. Materials Laboratory-Who Needs It?" American Vocational Journal, Vol. 41, January, 1966, p. 26.
35. Ristau, Robert A., "A Forward Look in Facilities for D. E.," American Vocational Journal, Vol. 41, January, 1966, p. 31.
36. Selden, William, "Checklist in Planning Business Education Facilities," American Vocational Journal, Vol. 40, January, 1965, p. 29.
37. Malsbary, Dean R., "Tools for Teaching Office Skills," American Vocational Journal, Vol. 41, January, 1966, p. 30.

THE PROJECT METHOD IN ACTION

Vivien King Ely*

Before beginning the demonstration lesson, it is necessary that you know what Distributive Education courses have been taken by you, the class. You are to consider that this is an 11th grade D. E. class using the project method of instruction. You had Prerequisite Distributive Training in the tenth grade. In the selling area of instruction on the tenth grade level, you were taught a unit of instruction called The Customer's Viewpoint in Selling, which established the philosophy that any person engaged in the field of marketing and distribution must be able to put himself into the customer's shoes and to analyze himself as a customer. In this way, the employee in distribution learns that his product or service must fill a need if the customer is to purchase it. You have also participated in a unit of study which concentrated on The Kinds of Distributive Businesses and one called Kinds of Employment in Distribution. During the latter two units of study, you have been led to the selection of a tentative career objective in the field of distribution.

Since you began D. E. in the 11th grade, we have completed a unit of instruction called Service Selling in Distribution which continued to build the basic philosophy that every aspect of a distributive business is involved with serving the customer.

The demonstration lesson which I will teach today comes from a unit of instruction called Blueprint for Selling which is a thirty-two hour unit in selling designed to teach those techniques to be used when a customer is purchasing a product or service which requires the personal attention of a sales person. This unit of study could fit into a block of instruction which begins with two weeks of instruction in the Product Information area of instruction. The purpose of beginning this block of instruction with Product Information is to help students see that product knowledge cannot be separated from selling techniques in learning to sell. This preliminary instruction assists students in locating sources of information and helps them to begin assembling materials from these sources. Later in the Blueprint unit, as the selling project develops, the students will have information about their products or services which can be used in these demonstrations.

Leading up to the Blueprint lesson which will be taught today, thirteen to fifteen hours of instruction, including approximately eight hours of participating activities have been spent on the following subjects:

"Importance of Selling Today"

---

*Mrs. Ely is Assistant Professor of Distributive Education and Research and Training Consultant at Richmond Professional Institute, Richmond, Va.

"Our Constantly Changing Customer"
"Today's Blueprint for Increasing Sales"
"The Rapid Analysis Technique in Selling"

Following today's demonstration lesson, which is entitled "Analyze Your Product or Service," will come approximately fifteen hours of instruction, requiring about the same number of hours in participation activities related to the project and covering the following subjects:

"Determining Customers Needs"
"Gaining Customer Acceptance"
"Making Objections Work For You"
"Stimulating Buying Action"
"Satisfying Additional Needs"

After the Blueprint unit of instruction has been completed, the instructional block continues with one week of sales demonstrations, including description of the DECA Sales Demonstration Contest, sales demonstration rating sheets, elimination demonstrations in small groups, and group winner presentations to the entire class for the selection of an entry to represent the group at the District Sales Demonstration Contest.

The block of instruction is completed with a one week "Product Information Workshop" in which students are guided to make application of the principles learned in Blueprint for Selling to the product which the students have chosen to sell when the project was originally planned at the beginning of the block of instruction. This selling campaign might be fruitcakes for the club, any selling activity approved by the school, or individual selling projects.

I would remind you that the demonstration lesson in which you are about to participate will not be true to life in all respects. First, there will be portions of the lesson which will be condensed and not taught by conventional methods, since using the complete classroom procedure would require more time than we have available and since you are quite familiar with the methods which should be used at these points. Therefore, the lesson will be somewhat like showing a film from which sections have been spliced. The second unrealistic situation is that you who are participating in the demonstration lesson as students are coordinators who are so cooperative that you will perhaps be inclined to make the situation completely realistic by injecting typical student comments or reactions which we would normally expect in a classroom situation. In the interest of time, however, I ask that you not attempt to make the lesson realistic in that sense. If I ask questions, give answers immediately so that we will be able to demonstrate the project method in action without distraction.

With this introduction, the demonstration lesson begins:

Ely: As we begin our class period today, let's see that we're all up-to-date with our assignments related to the Selling Project. Please take out your Project Training Records and look at what you have written on it so far. Does each of you have your name and your occupational objective entered on the proper lines? The instructional area line should have the words Selling and Product Information written on it. (Copy of Project Training Record follows.)

Each of you has the same objectives listed on your sheet and some project because we're all working toward the same general goal of learning to make a complete and successful sales transaction by ourselves. But you have a variety of participation activities, because we have tried to apply what we learn in class to your own individual occupational objective. Let's take a look at Mary's, for example, so you can check your own record to see that it is up-to-date and ready for me to check this Friday.

Ely: Now that you have learned how to use the rapid analysis technique effectively, we will proceed to learn how to analyze a product or service to see how to use product information in the sale.

You have been collecting information about a product or service which is related to your career objective, and during the next four periods we will be learning how to make use of this knowledge. Perhaps you have seen at various places a sign which says "Silence Please." Where have you seen it? (Ely shows sign.)

The "Silence Please" sign which is sometimes seen in TV and radio stations, in hospitals and libraries is out of place in a business where selling takes place. Perhaps it would be better to have in all distributive businesses a sign which says "No-Silence Please" (shows sign) and to have this sign ready to flash at those times which the sales person waits silently for the customer to blunder about on his own.

You or I would not want to be an actor in the story which took place in a retail store when a sales person was standing so quietly and silently on the selling floor that, when she finally moved, a customer nearby screamed because she had thought the saleslady was a display mannequin.

The salesman must take an active roll in any sales transaction. The sales person who knows his product or service and can talk about it will be more likely to become successful. We can remind ourselves of the need to talk about our product or service by a motto which says, "Nobody Withholds Information from the Customer." (Shows sign.)

Ely: Who can tell me what point we should start talking to the customer about our product?

(Student answers.)

Ely: Yes you are right--as we greet the customer, if he is examining the merchandise or as soon as possible after the customer has indicated an interest.

Ely: We have been talking about "No Silence" and "Nobody Withholding Information," but we must remind ourselves that just as long silences lose sales, so does too much talk. So let's discuss how much we should say.

(Student answers.)

Ely: Yes, you are correct. We say only as much as our rapid analysis antenna indicates is necessary. We say only what is needed to close the sale. We use only concrete selling facts which will help to sell. The sales person has to "tune in" on the individual customer's wave length and be guided accordingly in selecting and presenting features which will appeal to that customer.

But before we can become really proficient in handling the sale effectively, we must know something to say. In order to use product information, you must develop the ability to analyze products or services in terms of the customer's needs. Each of you has a selected job objective. At this point, I want you to think of that job objective and to help me to decide what kinds of customers would probably buy your product or service. For example, Evelyn, your career objective is jewelry saleslady. Who would you expect to be your customer?

(Student answers.)

Ely: Yes, career girls, teenagers, housewives, and occasionally men would buy from you. This means that you will need to study and learn about jewelry and its appeal to each of these groups in order to know what each customer will want to know about your product.

Ely: At this point, we condense our lesson and list the types of information which various customers might want to know about a product or service: (shows poster)

Uses
Performance

Composition
Construction
Operation
Care
Appearance
Physical features
Historical background
Services available

Ely: Every customer does not want to know all of these things. We should be careful not to talk too much when the customer doesn't need or want the information, but we should have a reservoir of knowledge so that we are always ready to tell the customer what he or she wants to know.

Your application of this principle to your job objective, Evelyn, is excellent and I am delighted that you are applying our classroom discussions to your occupational objective. The fact that you have made this comment about which customers purchase jewelry means you are thinking as a jewelry sales person should think. And this is exactly what you need to do.

Ely: The next question you would ask is "Where do we find this information?" "Where am I going to get all this stuff so that there'll be a great big amount of information which I can give as I need it to any customer who wants it?" We are going to talk about some of these places; I am going to give you some materials; you are going to use the materials that you have collected; some of you have indicated on your Training Record you have collected information from various businesses which sell or manufacture this type of service or merchandise.

I have some information for you which I've been collecting--a great big pile up here which contains much information--most likely some helpful facts about your product or service. I will show you how to use these files, so you can locate materials and copy on our print copier those things which you want to put into your own file.

Now let me remind you of the other places where you can find information. The first one: You need to start reading advertising--advertising which seeks to promote your product.

Your next participating activity--write this on your Training Record--is to prepare a Product Information File. You may use an expandable file case like this one with manila folders inside, one for each of the types of product information. On your Project Training Record, write this activity that I want you to complete by next Monday. I want you to write that by next Monday you will have read the Sunday paper over this coming weekend and the daily papers between now and

Sunday, and taken from them any advertisements for the product or service which you plan to sell in your selling project.

Ely: The next source of information is manufacturer's literature from my files or from materials mailed to you. Be sure to copy from my materials and put it in your files. Please don't take mine away because others will need to use mine later on.

If you need additional sources let me know, so the librarian and I can help you find adequate information. This should be collected and ready for use by two weeks from today. Make this entry on your Training Record.

Ely: Another source of information: newspapers and magazine articles. All of you ought to be reading a newspaper and all of you have been collecting magazines from various businesses which sell your product or service. Irene, did you go down and talk to Miss Virginia Anderson at the Agee Travel Agency. She told me that she had some trade magazines for us. These magazines are used by persons who work in travel agencies, as you want to do.

(Student answers)

Ely: All right, so you will have those. Gilbert, your employer told me that he would be glad to give you his copies of Progressive Grocer. Each of you ought to find at least one magazine, with my help or on your own, for which you can get several copies. I would like you, Dwayne and Don to work as a team on this project assignment, since you are all in food stores and will be able to help each other and all of you will learn more. You are going to find a lot of these things about your product or service right in there.

Enter on your Training Record that you should secure these magazines by tomorrow. Then write "newspaper article" on your Record without any date and keep watching the papers. Perhaps you'll find one for some other member of the class.

The next source of information which we should use is display, window and interior displays. Does everybody know one business in this community which sells the product or service which you are preparing to sell in your sales demonstration? You can visit that business to observe displays.

Ely: Blanca, do you know a bank in the community which you could visit to see what kinds of displays they use in their windows and inside their buildings?

(Student answers: "No")

Ely: Did you know that banks use displays in their windows and inside their buildings?

(Student answers: "No")

Ely: Who does know where there's a bank which has displays in its windows or inside?

(Student answers)

Ely: All right fine. Blanca, after school this afternoon, I want you to look for a bank display; Lillian will show you where it is; I will call to make arrangements for you to be admitted to the bank to observe their displays. Does everyone else know where you can find a window display for your own area?

Student: How will I look for a display? My career objective is to work in an advertising agency.

Ely: Marilyn, the advertiser must develop a big reservoir of information about a product before he knows anything to say about it in an advertisement. If you haven't already done so you should choose a product or service about which you will collect information, just as the rest of us are doing. As you develop your sales demonstration, you will be learning valuable techniques and methods which the advertiser also uses--for his purpose is also to make a sale.

Ely: Another source: Movies and television. Did you know that if you are observant, you can find on television shows and commercials information about your own product or service? Now, Mary, when you watch television from now until next Monday, I want you to look at women's clothing. You can find out much and put this into your product information file. You can't take a picture of it, and you can't put your television set in; but you can write a paragraph about it, can't you? And then if you find in your trade magazines any of these things and, sometimes you will, you will realize that very often television sets the trend in some of these areas of style that you hadn't realized.

I want you to watch between now and one week from today, to see if you can find anything related to your product on television. Now please don't sit and watch television hour after hour and say you are doing your D. E. project. In your normal watching, look for anything that applies to your own product which you might describe in your product information file.

Ely: The last source we will consider is friends and family. I want you to talk to some people about what they look for when they buy your product or service.

I have one special project to suggest for Steve. Steve, your occupational objective is sportswear buyer, isn't it? I was wondering, since you have done so much in the collecting of information on sportswear so far, if you would like to do a special project in which you would talk to, at homeroom period during the rest of this week, boys in your classroom about what they like in sportswear this season. Take one current item, sweaters for instance, and make up a series of three questions. Then ask the questions of every boy in your homeroom and summarize their answers, so you can tell us what you have found out about the current fad in sweaters. This I think you can do because you have already secured a lot of this information for your file.

If you're interested, enter this on your Project Training Record and by Wednesday, write down the things you think you would like to ask to determine sweater preferences. You work on this and then come to me and we will go over it and see if you have a good set of questions.

All right, let's move on quickly to show you how we will use this information, because I want you to have the opportunity to see how these activities become important in completing our selling project.

The secret of an effective sales talk lies in how natural you sound as you give it. Now when we use the term "sales talk," some people feel that we will be developing a canned message. Then we stand up and somebody cranks us and we say this little speech that we have memorized. But that is not the kind of sales talk we mean. If we need a canned sales talk, we can use a recorder; we don't need a person.

I want to point out to you that you can't build an effective sales talk in thirty minutes. It takes a long time to put together enough information to be ready with whatever the customer's needs to know. It takes a long time to learn to begin a sale at whatever point the customer happens to be. So we are going to spend the next four weeks putting together a sales talk, helping you to develop one that doesn't sound canned, one that sounds like you. And we are going to use these materials from our product information files, to develop the sales demonstration. As our project develops, you will add a little bit to our sales presentation each day until, at the end of November, you will be able to give a sales talk about the product or service that you have chosen. We are going to do this over and over and over, so that by the time December comes it will be nothing to you to tell the uses of your product, its performance features and its background, and to do so in a natural way.

Of course, you remember that we have three exciting goals to look forward to:

1. One of you will become our entry in the DECA Sales Demonstration Context, with the chance of representing us at District, State, and National Leadership

Conferences, if you're good enough;

2. All of you will be ready to participate in our selling campaign in December to raise funds for DECA;
3. Some of you will plan individual selling projects which will produce extra money for you.

It is really going to be as easy as it can be because I will take you step by step and you are not even going to realize that you are getting all this big reservoir of knowledge. Then when you face a customer or when you do a sales demonstration and we give you a hard time, it's not going to bother you because up here in this reservoir you have plenty of information and you can pull this out and know that you have the answer, that you can make the sale.

During our next class session, I will want to give you time to report on your assignments. After that, we will learn how to use this information effectively. But for the time being, concentrate on carrying out these assigned activities and completing your file on one product or service.

Discussion Questions for Observers of the Demonstration Lesson

1. How were assignments made more or less difficult to fit varying abilities of the students?

2. What was the learning (or behavior) objective in the demonstration lesson?

3. What learning activities were used in the demonstration lesson?

4. How was instruction in the demonstration lesson individualized?

5. What type of project was used in the demonstration lesson?

   ____individual
   ____small group
   ____entire group

6. Was there an evaluation phase in the demonstration lesson. If not, how should it be included, and when?

7. What project time limits were set during the demonstration lesson?

8. What evidence was there that the teacher-coordinator was involving the community in the project?

9. What attempts were made by the coordinator to motivate the group?

10. What were the instructional objectives in the demonstration lesson?

11. How was the "Project Training Record" used as a planning instrument. What future uses might be found for this record?

12. Did any portion of the demonstration lesson take into account a student's progress toward his goal?

13. How did the demonstration lesson take into account the student's employment objectives?

PROJECT TRAINING RECORD
including
Student Participation Experiences

Student Name Mary Jones Occupational Objective Buyer in

Instructional Area Selling Ladies Clothing

Project To become able to sell a Dacron and Wool Suit

Objectives (Learning Outcomes)	Participation Activities	Dates	Evaluation (Record of Progress)
To understand what selling my product is like.	1. Prepare a list of questions.	10/26	Checked questions with coordinator.
	2. Interview a Salesperson.	10/29	Made appointment through coordinator.
		10/29	Talked with Mrs. Frank at BT Byers. Made a list of her selling duties. Made report to class. Interview notes attached.
To learn to find out in a hurry what the customer wants.	1. Practice rapid analysis on sheet from coordinator.	11/2	Works OK on paper. I wasn't right enough times. I need to find a way to practice more.
	2. Role playing practice session	11/3	
	3. Coordinator is making arrangements for me to observe a saleslady next Saturday I will keep a tally sheet on how I think she uses rapid analysis	11/7	This really works. I found I was beginning to be able to guess what should be done next by saleslady.

PROJECT TRAINING RECORD
(Continued)

Objectives (Learning Outcomes)	Participation Activities	Dates	Evaluation (Record of Progress)
To learn how the customer analyzes me during the sale.	1. Complete Self-Rating Sheet to see how much I am worth to an employer.)	11/3-4	I need improvement in health habits and industry. Miss Jones suggested I make a list of ways to improve.
	2. Ask an adult to fill out a rating scale on me.	11/5	I rated real good. My aunt rated me. Miss Jones suggests that I get a rating from a teacher.
	3. Make a list of ways to improve.	11/6	Made a list. Will put on dresser mirror and look at it every day to see if I'm better.

VARIATIONS OF TIME AND PLACE PATTERNS IN PROJECT TRAINING

Paul T. Hartman*

1. Variations of time and place patterns in project training. (First we identified those areas that affect time and place patterns in project training.)

   A. Curriculum (Patterns)
      1. Areas of study or instruction (major areas of instruction covering competencies needed in Distributive Employment and in some kind of sequence or progression). (Example: Personnel)
      2. Units - (units of study within the areas of study) grooming, dress, etc.
         (What is to be taught?) (Objectives)
         (When is it to be taught?)
         (Why is it to be taught? Is it background information or to acquire a skill?)

   B. Type of Community (Nature of Community)
      1. Rural area - primary agricultural, industrial, etc.
      2. Metropolitan area - type of people.
      3. Suburban area.

   C. Community Resources
      Location of school in relationship to the business community
      1. Trade Associations - number and kind such as RMA, Petroleum, Real Estate, Restaurants, etc.
      2. Number and kinds of distributive businesses (size).

   D. Teacher-Coordinator
      1. New (beginning coordinator) The experience a teacher has had in a distributive occupation.
      2. Experienced Coordinator-Relationship between teacher and business community.
      3. Supervising Coordinator-Teacher philosophy of doing projects.
      4. Enrollment-Size of class affects time and place.
      5. Capabilities of students-gifted, slow and special needs, etc.

---

*Paul T. Hartman, Supervisor of Adult Distributive Education, Arlington, Va.

6. Curriculum offering-(the variety of curriculum offerings) General merchandise, food distribution, petroleum, etc.

E. Students
   1. Ability-Distributive experiences students have had.
      What students have indicated ability in doing.
   2. Interest -Career interest.
   3. Aptitudes-Time to do projects and transportation.

F. Facilities and equipment
   1. Classroom(s) (conference groups, individual projects).
   2. Tables, desk, etc. - students use of other equipment in school.
      Scheduling of other rooms.

G. Scheduling
   1. Traditional-one or double period per day, 5 day week (length of period).
   2. Block-Somewhat synonomous.
      Structured   Block of time to do individual project
   3. Modular-Unstructured.

H. Supplies and Materials
   1. Trade magazines and reports-the availability of trade magazines and reports-Are supplies and materials given by school or bought by student-When are library materials available to students.
   2. Reference material on careers in distribution.
   3. Films-local film library-state or company firms (availability).

I. Planning time (teacher-coordinator)
   1. Teacher released time-daily, weekly, monthly.
   2. Teacher preparation periods-Will other teaching duties conflict or interfere with planning (hall duty, coordination, etc.).

J. School Philosophy
   1. Pertaining to field trips-When can students go on field trip, day, time, etc. -Length of time required and school and community relations.

2. Student release period-study halls, periods to go to laboratory to do project, etc.
3. Interest and philosophy of school administration in vocational education and project training.
   Also credit(s) earned by doing projects.

K. Nature of Project
1. Goals and objectives (what you hope to accomplish).
2. Amount of research required
   Cost-time allowed-how extensive is the project to be-value of the project to student, school, class, and community.

ADVANTAGES AND DISADVANTAGES OF TIME AND PLACE PATTERNS IN PROJECTS

Donald H. Snodgrass*

No one can say what is the best pattern for doing projects. As was stressed earlier today, there are many variables which will effect the particular pattern used in your school. For the purpose of our discussion today, I would like us to assume that we are going to have some pattern different from the regular co-op method. Assume we will have a new pattern which is going to give us more time with the students. Don't worry about the mechanics of how it will be carried out in your school. With these assumptions in mind, let's look at what could be some of the advantages of such a new pattern of instruction.

1. We should have more opportunity to make the curriculum meaningful to the students. This I feel can be done in several ways. We can have more time to change the abstract to the concrete through various techniques not always appropriate to the co-op method. Student learning should be enhanced through more guided student involvement than may be possible in the co-op method.
2. Instruction can be individualized to fit the student's occupational objective. Through the use of projects we can establish definite objectives for each student rather than teaching in generalities and leaving to chance the application to each student's occupational objective. This should make the instruction more logical to the student and perhaps help him see a closer relationship of his other studies to his occupational objective.
3. There will be more planned involvement of the business community. A training plan would be developed for each student which would permit the coordinator to provide the student's experiences when he felt the student should have them. The fitting of experiences into a training plan rather than into a work schedule as in co-op will necessitate extensive planned involvement of the business community.
4. Students and coordinators will have a greater amount of flexibility. The coordinator could use the additional time

---

*Donald H. Snodgrass, Supervisor in Distributive Education, Fairfax, Va.

period available for instructional time if advantageous and the student could use the additional time period as laboratory time if advantageous. Students should have time to explore things which interest him but for which he may not have time to explore if he were involved in the co-op program.

5. Each student should be more aware of his personal capacities-interest, aptitudes, and abilities as they relate to the project.
6. Students can progress at own speed and can easily be evaluated in terms of interest, ability, dependability, etc. Let us assume there is a training plan for each student; a step by step description of the project; and that the next project is going to be built on the knowledge of the project just completed. Must all students finish a project by a certain time in order to move on to the next unit of study? Could the faster students move on? Must all projects be finished? Perhaps faster students could move on by doing bonus projects or supplementary study in preparation for the next project. For slower students the coordinator must use his judgment as to whether the student has learned as much as he will from the particular project regardless of completion. Perhaps it will be possible to develop different ability level projects. The student can be evaluated on project results fairly easily. You will have something concrete to examine or will have observed an activity which has provided the student an opportunity to demonstrate his interest, ability, dependability, etc.
7. Students will be given a greater opportunity to demonstrate creativity. This would hold particularly true of individual projects. His efforts would not be lost in a crowd where so often two or three students do all the work.
8. Coordinators can do a better job of giving guidance to students. We will have more opportunity for a one to one ratio of teacher to student. This should help us to see each student's needs even better.

Of course, as in any method of teaching, there will also be some disadvantages. Some of these disadvantages of a project pattern may be as follows:

1. Coordinators may be teaching curriculum projects rather than students. The coordinator may decide on a project and then try to fit each student into the project whether he needs the experience or not. There may be times when not every student does the same project. There also could be a danger of using the project method when some other method may be more appropriate.
2. Requires more teacher time or additional personnel. There must be time for planning and time to conduct the laboratory experiences. Will the co-op teacher have time to do this? In order to do the job effectively additional personnel will be required. These additional personnel will be hard to locate and may be hard to get included in local school budgets.
3. It will be very time consuming to plan and implement effective projects. It has been inferred here this week that if we develop a file of projects we can just pull one out and give it to the student to do. I question if this is so. Effective projects are going to require much preliminary planning and arranging in the business community before the project can be started.
4. Too much time or improper timing of projects may cause students to lose interest. There could be a danger of turning the project method into "busy work" for the students.
5. There may be a lack of appropriate supplies, materials and equipment to do certain projects. We have already heard this week that if this is the case we should not use the project method. We should not use this as an excuse for doing nothing in projects. However, if we cannot make the experience fairly close to real-life we should perhaps use other teaching techniques.
6. New or inexperienced coordinators may find it more difficult to develop and implement meaningful projects. There is a real danger that we may be basing students occupational experiences on a very limited coordinator's experience rather than the experience of a successful businessman as in the co-op method.
7. Projects may only be done by coordinators in those areas of greatest interest to them because of time and techniques involved.
8. Certain units or areas of study may cause certain coordinators to use the project method as a crutch. A

coordinator who is insecure in certain areas of study may just assign a research paper to each student.

9. Students absent may fall behind in doing certain projects. The nature of the project may be such that it will be difficult or impossible for a student to go back and pick-up the experience.
10. Projects could be too structured to allow individual creativity. There may be a danger of requiring every student to do the same thing at the same time in the same way. Projects may be evaluated by how they measure up to the teacher's design for the project instead of allowing for individual differences.

Many of these disadvantages can be overcome with good teaching. The project method can help a good teacher become a better teacher.

PUBLIC RELATIONS IN DISSIMINATING INFORMATION

John B. Moullette*

To obtain public support and to ensure success of the Distributive Education program, an effective public relations or information program is needed with the following comprehensive set of objectives:

1. To inform the several publics about the goals and work of Distributive Education.
2. To establish confidence in the Distributive Education program.
3. To rally support for the proper maintenance of the Distributive Education program.
4. To develop an awareness of the importance of the Distributive Education program in the world of work.
5. To improve the partnership concept by uniting education and business personnel for the training of Distributive Education students; and,
6. To integrate the home, the school, and the business community in meeting the needs of Distributive Education students.

Since the perpetuation and the promotion of the Distributive Education program depends on the support of the general public and the business community, a common definition of public relations might be-those activities utilized in education to influence public opinion to support the Distributive Education program and to win and promote the goodwill of the business community; and, those activities used to instill a sense of pride in the minds of Distributive Education personnel-students, cooperating employers, and teachers.

An established and formal public relations program should:

1. Accomplish the comprehensive set of objectives.
2. Obtain community recognition and acceptance for the Distributive Education program; and,

---

*Mr. Moullette, Coordinator Degree and Certification Program, Department of Vocational-Technical Education, Rutgers - The State University.

3. Utilize only those methods in the media of communications that are consistent with professional ethics, morality, and the high standards of the responsible American Press.

The basic equipment and materials needed in a public relations program are:

1. A typewriter and an eraser
2. A ditto and mimeograph machine
3. A filing cabinet
4. Impression paper
5. Business envelopes and stationery
6. Postage stamps
7. Correction fluid
8. Black ink pen; and,
9. Scrapbook

Mailing lists should be developed so that newsletters, releases, and general information can be forwarded to:

1. Daily and weekly newspapers
2. Radio and television stations
3. Wire services
4. School personnel
5. Business leaders
6. Students and parents

Additional items needed in establishing a public relations program are: photography equipment and darkroom facilities.

One final step is necessary to establish the public relations program. Editors of the local newspapers and directors of area radio and television stations should be contacted by the one person designated to handle public relations for the Distributive Education program for the purpose of making the acquaintance of the editors and directors.

The visitation:

1. Permits the p. r. practitioner to acquaint the media personnel with the purposes of the D. E. program.
2. Allows the media personnel to become personally aware of the D. E. program and the person responsible for publicly promoting the D. E. program.

During the meetings, deadlines for news copy should be learned and picture specifications should be determined.

Creating an image in the minds of the general public and the business community depends in part on the creation of a quality Distributive Education program reinforced by quality teachers and enthused students who promote the D. E. program and-in part-on the successful utilization of a public relations or information program. Both are interlocked; the success of one sustains the other; and - conversely-the failure of one retards the other.

Following-divided into three groups-are suggested tools of communication for reaching the public:

1. Personal contact
2. Public media
3. Controlled media

Personal Contact

Every opportunity to meet with interested groups and personnel should be taken advantage of. In doing so:

1. Confirm the date and hour of a meeting.
2. Provide the group or individual with informational brochures.
3. Submit news releases to the news media announcing the group engagement and highlighting points in the presentation.

Public Media

The D. E. public relations director will find a friend in the local editor or news director providing that the former submits quality:

1. Straight news stories
2. Feature articles
3. Pictures
4. Bibliographies; and,
5. Advance information on future events.

Controlled Media

Controlled media are those tools of communication originated, regulated, and distributed by the D. E. coordinator or public relations director. The tools are:

1. Letters and invitations
2. Faculty and student handbooks
3. Brochures, handouts, and flyers

4. Manuals and curriculum materials
5. House organs
6. Bulletins
7. Bulletin boards, information racks, and posters
8. Inserts and enclosures
9. Institutional advertising
10. Annual reports

These are used as direct and speedy means of communicating with specific publics.

In the main, the news release is the easiest way of implementing the public relations program. It is also the least expensive.

Ethics are involved in the presentation of news copy to the media.

1. Favoritism to one news company should not be shown.
2. Preferential treatment of a news article should not be requested.
3. Complaints about the treatment of a used article should not be requested.
4. News space should not be purchased.

The D. E. public relations practitioner should:

1. Learn how to handle news releases and feature articles.
2. Learn how to take and prepare pictures for publication.
3. Learn how to prepare D. E. personnel to prepare and present speeches.
4. Initiate demonstrations and public appearances of and for D. E. personnel.
5. Develop an internal communications program centered on an organizational publication.
6. Help in the content preparation and layout of flyers, handouts, brochures and other necessary publications.

Securing public attention and advancing the interests of the Distributive Education program is essential and necessary. Considering the elements of the total D. E. program, isn't public relations part of the formal D. E. program?

I submit that training people to handle PR in the D. E. program is nothing more than preparing people to do a more competent job in the field of Distributive Education.

THE TEACHER AND THE PSYCHOLOGY OF THE CULTURALLY DEPRIVED

Bruce W. Tuckman*

In order to treat the subject, the first question we must address ourselves to is what does it mean psychologically to be culturally deprived or culturally disadvantaged. I will attempt to answer this question keeping in mind that we are dealing here with probabilities. A person who is culturally deprived is more likely to be characterized by the things that I will mention than is a person who is not culturally deprived. However, what I have to say may not always apply equally to all individuals who are culturally deprived, but it will be more likely true than false.

First of all, being culturally deprived very often means being biologically deprived; that is, being hungry, underclothed, and in need of medical and dental treatment. Medical and dental treatment are often needed for the individual both because of his general level of poverty--being unable to afford these services, and also because of the fact that the parents of the culturally deprived child or adolescent is very often unaware of the importance of medical and dental treatment.

Being hungry can have many ramifications. Breckenridge and Vincent (1962) have reviewed studies demonstrating that insufficient nutrition affects growth, behavior, and mental performance. From this work we can expect the hungry individual to pay less attention in the classroom than would be desired, and to have a reduced mental effectiveness. The work of Schorr (1964) also indicates that malnutrition has an effect on attitudes and behavior. Because of this biological deprivation we can make the generalization that the culturally disadvantaged person will be unable to delay gratification. This orientation toward immediate gratification or immediate reinforcement is generally coincident with a high state of biological need. The work of Hull (1952) and his associates in the animal laboratory have shown that as the drive state of the animal increases, that is, as the hours since the animal has last been fed increases, the tendency for the animal to perform the desired behavior if reward is delayed is greatly reduced. We can expect the same phenomena to apply when dealing with a human being if he is biologically deprived or has a history of biological deprivation, as is often the case with the culturally deprived individual. His behavior will be oriented toward satisfying immediate biological needs and he will not be willing to perform educational behaviors with a promise of reward forthcoming. LeShan (1952) has shown that lower class training features more immediate rewards and punishments leading to an orientation toward quick sequences of tension and relief. Mischel (1961) has shown that delinquents have a preference for immediate reinforcement. Thus, the first general statement about what it means to be culturally deprived is that it means very often to be biologically deprived and as a result of this and other training factors, unable to delay gratification.

---

*Dr. Tuckman is an Associate Professor of Education of Vocational-Technical Education, Rutgers-The State University, (Note: A version of this paper will appear in Bruce W. Tuckman and John L. O'Brian (Eds.) Preparing to Teach the Disadvantaged, New York: The Free Press, 1968.)

Secondly, to be culturally deprived very often means to have a lower score on an intelligence test (c.f. Klineberg, 1963--for Negroes). This is not to say that a culturally deprived individual has a reduced intelligence; rather, I am saying that a culturally deprived individual has less of his intelligence potential developed than does an individual who has not suffered cultural deprivation. The low score is not native but experiential (Pettigrew, 1964).

The excellent work of Hunt (1961) in bringing together all available relevant literature dealing with the issue of predetermined development and fixed intelligence points out that cultural deprivation almost always produces less developed intelligence but that remedial treatment or improvement undertaken in the years of childhood, even in early adolescence, can modify the situation substantially. Dramatic modifications have been evidenced in the studies of Skeels and Dye (1939) and Wellman (1940). In the Skeels and Dye study, orphans were taken to an institution for the feeble-minded and raised by the patients. Gains as high as 40 IQ points were evidenced. Dennis (1960) has shown, in an orphanage in Teheran, that many children do not walk by four years of age. Why should this be so? It occurs because there is less stimulation in the culturally deprived home in the direction of developing cognitive, perceptual and verbal skills. Our intelligence tests and the situations that they have been developed to predict for are situations that involve verbal, cognitive and perceptual skills. This is obviously true of the classroom. In the classroom we call upon the students to manifest these three kinds of skills and all standardized intelligence and aptitude tests are weighted heavily in these three areas (as well as a fourth, numerical).

In the culturally deprived home, as mentioned before, the major orientation is toward the immediate gratification of biological needs. Much energy and emotional involvement by the parents must be spent on this task. Consequently little energy and emotional involvement remain for the development of intelligence in the children. The work of Hunt

(1961, 1964), Ausubel (1963), Wolf (1964) among others, points up the fact that a major factor contributing to intellectual development is stimulation in the home by the parents. Moreover, this factor is of peak importance in the early years of life, according to Bloom (1964). The parents themselves in most culturally deprived homes have had little education and are themselves in the situation where their cognitive, perceptual and verbal skills may be reduced. They are not aware of many instruments of education that are available for use in the home and they do not have the time and the skill themselves to carry on conversations with their children which are necessary to develop verbal skills. Deutsch (1963) in his examination of homes in depressed areas, finds few educational objects and a general absence of parental stimulation appropriate for cognitive, perceptual, or verbal development. The findings of John (1963) lead her to conclude that the "acquisition of more abstract and integrative language seems to be hampered by the living conditions in the homes of lower-class children." This is supported by Bernstein (1962) who finds less language facility among the lower class. Siller (1957) finds less conceptual ability among low status children. Thus, the second general statement about cultural deprivation is that it produces reduced intelligence as a function of lesser cognitive, perceptual, and verbal skills. However, I must stress again that I am not saying this situation is permanent, fixed, unchangeable. It is a situation that can be rectified as a function of the educational situation as evidenced by the work of Boger (1952) and others mentioned before. This I will get to later.

A third characteristic which is generally produced in conditions of cultural deprivation is an absence of achievement motivation. Achievement motivation, which has been widely described, discussed and researched (c.f. McClelland et. al., 1953; Atkinson, 1958) refers to the desire on the part of the individual to achieve either for the intrinsic satisfaction associated with achievement or for the rewards society meets out as a function of achievement behavior. This is very strongly associated with the middle class as McClelland has shown in his book The Achieving Society (1961). The American society and particularly the middle class of American society, as shown also by the work of Rosen (1956), is extremely high in achievement motivation.

Where does achievement motivation come from? According to McClelland achievement motivation is a result of rewards being offered for achievement behavior (i.e. approval) and punishments for failure. Consequently the individual who is motivated or oriented to maximize rewards will perform achievement behavior. According to Winterbottom (1958) and to Rosen and D'Andrade (1959) achievement is further enhanced by identification and independence training. The parent puts much emphasis on achievement behavior in the middle class. As a result of success on the part of the potential achiever and consequent rewards, achievement motivation may well be developed. If the parents are themselves achievers, the development of this motivation in the child will be furthered. Excessive failure and punishment can produce in the individual a motive other than achievement motivation, namely: fear of failure. In the culturally deprived home there is little evidence that achievement is either rewarded or lack of achievement punished. There is little emphasis placed on academic achievement or cultural achievement on the part of the child, and the parent is not himself an achiever by virtue of his own upbringing and lack of present opportunities. The work of Bronfenbrenner (1961) suggests that academic competitiveness is a function of middle-class upbringing but not lower-class upbringing. Again, the reason for this is insufficient time and a minimum orientation in that direction on the part of the parents themselves. Kahl (1953) has shown that parents interested in getting ahead send their sons to college while those interested merely in getting by do not. Consequently, we may state as our fourth generalization that cultural deprivation usually means having little achievement motivation.

The fourth and last general area in which cultural deprivation has implications is that of attitudes toward self, attitude toward others and attitudes toward the world. As a result of having to live in general hardship conditions, very often having reduced opportunities, being discriminated against, and living in a society that has the highest standard of living ever achieved and not being able to partake of this abundance, the individual may often develop a negative, cynical, fatalistic, and simple view of the world. He may often associate himself with undesirable or criminal elements, move in the direction of juvenile delinquency, and fall into the general clinical category known as psychopathic or sociopathic personality. The underprivileged person feels as a result of the situation that society is doing little for him, giving him little opportunity, and so he is quite right in taking matters into his own hands, and in an asocial fashion, attempting to mold his own situation. If he does not behave asocially, he may simply adopt a set of attitudes which are very negatively related to society. These will be expected to appear in the classroom since a classroom is a miniturization of society and the teacher a representative authority. Hieronymus (1951) has shown a substantial correlation between socioeconomic status and attitudes toward education.

The attitude of the culturally deprived person toward others will be very similar to his attitude toward the world to the extent that he sees others as being representative of, or exemplary of society in general. That is, he will be negatively-oriented toward authority figures and feel that manipulation is a reasonable way to gain his ends.

With regard to the attitude that he has toward himself, we can expect that he will have a low level of aspiration, and realistically so, since he sees his contemporaries and his elders having little success in life and having little opportunity to improve their situation. He may come to expect this with regard to himself (Hieronymus, 1951) and consequently manifest a low level of aspiration and low self-expectations. He may, on the other hand, feel that this inability to improve is a function of his own inability and consequently develop low self-esteem. Ausubel and Ausubel (1963) and Goff (1954) have shown that social rejection among Negro children leads to low self-esteem and a low level of aspiration.

In reaction to his own unsuccessful situation in society and the unsuccessful situation of his friends and his parents, the culturally deprived person may either become extrapunitive or intrapunitive, using the Rosenzweig concept. That is he may feel that the fault lies in himself and consequently have low self-esteem or else he may react extrapunitively toward the source of his frustration via delinquent acts. In either case low self-expectations and a low level of aspiration can be expected.

Thus, our fourth generalization is that cultural deprivation yields unfavorable attitudes toward self, other, and society which in turn may result in delinquent behaviors.

We may say in conclusion that the implication of cultural deprivation for education is to produce individuals with an absence of learning to learn capability, to borrow a phrase from Bloom, Davis, and Hess (1965). This learning to learn capability is similar to what Harry Harlow (1949) called a learning set. In Harlow's research with monkeys, the animals learned to solve discrimination problems and oddity problems by learning the general principle as opposed to reacting to the specifics on a trial-and-error basis in each case. When given three stimuli, one of which was different from the other two, some monkeys were able, after about 1,000 trials to immediately select the odd member of the three and thus achieve a solution without groping. Harlow was not able to produce a learning set in all monkeys, and when he was successful, many trials were necessary. That is, only after much practice with the stimuli and much feedback were some monkeys able to develop a learning set.

Learning to learn for human beings encompasses the four principles I have discussed. A person who has learned to learn must be able to delay gratification or reinforcement for the fruits of education are considerably delayed after the beginning of the effort. Learning to learn means having the appropriate skills on which education is based, namely cognitive, perceptual, and verbal skills. Learning to learn means having the appropriate values, namely values toward achievement.

And finally, learning to learn means having the appropriate attitudes toward yourself and your environment. Having these qualities means being set to learn. Having these qualities means having the strategy for obtaining knowledge. Having these qualities means being able to uncover general solutions and general truths rather than always being restricted to the specific.

Being culturally deprived means not having learned to learn in many cases. What can the educator do for such a person? It is to this question that the remainder of the presentation will address itself.

* * * * * * * * * * * * * * * * *

When the culturally deprived child goes through school the situation only worsens. His deficit relative to his middle class counterparts becomes cumulatively greater. Evidence for the accumulation and worsening of the deficity has been provided by Deutsch (1964) and Krugman (1961). Thus, schooling tends not to improve the situation by providing the necessary skills, attitudes, and values upon which learning is based; rather, the deficit becomes greater and greater as the years of education proceed. By the time adolescence is reached the culturally deprived student, according to data collected by Osborne (1960), shows reduced reading skills, relative to a non-deprived group, reduced arithmetic skills, and a lower mental age.

Thus, the education system tends to selectively reinforce the good students and to pay little attention, or provide less than the necessary remedial help, for the deprived or disadvantaged students. Major responsibility for improving the situation remains with the administrators and program developers. Enrichment programs at the pre-school level are necessary so that deprived youngsters do not enter school with a deficit. Enrichment and remedial programs are necessary all through elementary school and high school, and better counseling, especially in the guidance area, is necessary in the junior high school and high school. However, the major charge for this paper is to examine what the teacher can and must do when teaching culturally deprived students.

First, let me review some factors which have shown up in various programs that have been carried out. Boger (1952) was able to improve visual perception necessary for perceptual discrimination in the case of culturally deprived students. Improved perceptual discrimination often leads to increases in intelligence test scores because perceptual discrimination in many cases is a prerequisite for problem solving, reading, spelling, and arithmetic. To achieve this end Boger had his students work with jigsaw puzzles and other puzzles requiring visual perception.

Brazziel and Terrell (1962) produced an improvement in pupil readiness as a function of educational TV and other experiences. Krugman (1961), in a review of New York City projects, suggests that remedial services, guidance and counseling, opportunities for cultural experiences such as field trips and museum visits, and an increase of care on the part of the school and the teacher all lead to an improved level of skill as well as an improved self-concept among lower class children. The Manhattanville project, or Higher Horizons Program, as reported by Shreiber (1958), was able to produce dramatic gains for lower class students. Remedial programs, tutoring, concentrated training, and systematic attempts at attitude change were perhaps the reason for the success. The project tried to improve the self-images of the students and to help them to develop pride in their cultural background. The project also utilized parent education and vocational guidance.

Shaw (1963), reporting on the Detroit Project and the Manhattanville Project, concludes that the utilization of professional workers, smaller classes, systematic attempts to change the attitudes of parents, and community involvement played a major role in the success of these programs.

And, finally, the experiences from Project Head Start suggest that mere contact between the deprived student and the objects and opportunities of learning can have an affect on performance level and attitudes.

Let us now examine specifically what the teacher can do in order to better teach culturally deprived students. These suggestions will be modeled around the four major areas of deprivation as described in the beginning of the paper. First of all, the teacher should attempt to reduce the delay in reinforcement as much as possible. In a very practical sense this can be done by quick scoring of examinations, by providing the student with continual and immediate feedback as regards his performance, and, primarily, by constantly attempting to relate the school experience to real life experiences. Much effort is spent on education before the results of this effort can be obtained. Many students who drop out of school are not willing to tolerate this delay; among these often are the culturally deprived.

In order to moderate this delay the practical significance of education must constantly be pointed out to the culturally deprived student. In teaching the student to read, have him read the kinds of materials that he reads in his every day experiences. If he is an adolescent in high school, and will soon be entering the world of work, have him read work instructions, want ads, and other kinds of materials that he will be reading in the real world. In mathematics have him work on problems such as a personal budget or financing a car or making calculations on a blueprint. In this way he will see the applicability of the effort he is expending in school to his real needs in life; this will provide substantial reductions in the delay of gratification or the delay of reinforcement. Too often our school situations represent an ivory tower with respect to reality. It is necessary that this distance be bridged. While it is not entirely possible for the teacher to do it by himself, he can facilitate matters by always keeping in mind the fact that the culturally deprived student may not be able to delay reinforcement. He must always think of what he is teaching in the sense of what practical significance does this have for the student.

In the area of skill training, what is it that the teacher can do with respect to the culturally deprived student? The teacher should be aware of the fact that perceptual skills underlie, reading, and verbal skills which in turn underlie cognitive skills. When a student is unable to perform satisfactorily in a cognitive task, it may be because he is in need of remedial help on verbal or perceptual levels. While the teacher may not always be the most skilled person in providing this remedial help, it is necessary that he be able to diagnose where such help is needed and recommend the students to remedial programs, where they exist.

One useful point would be to attempt to teach at the perceptual level as much as is possible. Teach by showing, by doing, use gestures, use pictures, use diagrams, use schematics, use the chalkboard. Aim for the perceptual level and attempt to avoid the verbal level as much as possible. Give the students puzzles, like jigsaw puzzles, Chinese puzzles, and other kinds of puzzles that require some degree of perceptual discrimination in order to improve their skill at the perceptual level. Have them read as much as possible even in courses where reading is not directly the subject matter to be taught.

In vocational training programs constantly have them read instructions, read diagrams, read sketches, read specifications. Try to talk to your students as much as possible.[1] Through conversation verbal skills are developed. Where you are dealing with many students this is very difficult, but insofar as it is possible, talk. Talk to the students to provide them with the conversation and the verbal stimulation that is absent in the home. This is especially true with younger students.

---

[1] I have suggested above that you teach by showing rather than talking. Now I may appear to be contradicting myself. I am not! By talking, here, I mean conversing, as one converses to pass the time of day, not teaching via extended and complex verbiage. To improve the students' verbal skills they must hear words, but this must occur primarily outside of the pressures of the formal learning process.

In the area of values and achievement motivation, the magic word is REWARD. The child or adolescent should be rewarded frequently and punished rarely. He should be rewarded for performances which are less than perfect but have some merit to them. The work of Skinner (1938) in the animal laboratory has shown that behavior can be shaped through a technique called successive approximations. Using this technique behaviors which bear only slight resemblance to the desired end behavior are reinforced and gradually this approximate behavior is shaped in the direction of the desired behavior by reinforcing behaviors that are more and more similar to the desired end behavior. The same can be done with humans, in the area of achievement motivation. By reinforcing only minimally successful behavior to start with, the likelihood of successful behavior will increase and it will be possible to reward more successful behavior in the future, and hopefully shape achievement-oriented behavior.

Punishment, on the other hand will lead to fear of failure as the work of Atkinson and collaborators (1958) has shown. Estes (1944) has shown that punishment does not cause behavior to disappear; it simply inhibits its occurrence in the presence of the punishing agent. If failure is punished by the teacher, then the behaviors that lead to the failure may not appear within eye range of the teacher but they will not cease to exist in the repertoire of the child or the adolescent. Reward, on the other hand, creates a behavior pattern within the individual. Therefore, when dealing with culturally deprived students, for whom achievement motivation is minimal, failure should not be punished. The teacher should wait for some glimmer of successful behavior or achievement-oriented behavior and then reward it. He should attempt, through the generous use of reward to develop an achievement pattern in the student. This may be facilitated by posing simple tasks or simple problems for the student where the likelihood of success is great, and then rewarding successful performance. The difficulty of the tasks can be gradually increased as the generous use of reward has made the possibility or probability of success more likely. Moreover, the rewards should be as tangible as possible. The research of Zigler and Delabry (1962) has shown that tangible rewards are more successful than intangible rewards with lower class students, while the revers holds true with middle class students. Try to make the rewards as tangible as possible. This of course is limited by the opportunities available to the teacher. One cannot be given away financial rewards, for instance, or candy, for every good performance. In many cases, the only rewards available to the teacher are such intangible ones as praise, or recognition, or approval. These are obviously important too. Make them as obvious and concrete as possible.

When it is necessary to use criticism make this criticism objective. Criticize the work and not the person performing the work. The Lewin, Lippitt, and White studies (1939) gave clear evidence for the fact that group leaders using personal criticism were much less popular than were leaders whose criticism was clearly objective.

Finally, the all important area of attitudes is an area where a teacher can make a major impression and inroads into the problems of the culturally deprived. The teacher is a representative of society. He is, moreover, an authority figure second only to the parents as a major source of identification. A teacher can take advantage of this especially when the parent is not a good identification figure. Using the parent as an identification figure simply perpetuates the ethic of the deprived. To change attitudes of the deprived student toward himself, others, and society the teacher must be warm, understanding and sympathetic, in short, to take a personal interest in the student. If he is likeable, and yet firm and takes an interest in the student, the student will attempt to emulate him and use him as an identification figure (Witty, 1947). To the extent that the teacher incorporates prevalent social values, these will be transmitted to the culturally deprived student through identification. If the teacher is fair, then the students' attitudes toward society may well be changed.

As many of the successful remedial projects, such as the Manhattanville Project, have shown a key to success in working with parents. The teacher should attempt to involve the parent, and work with the parent as much as possible, for if he can change the attitude of the parent then the possibility of changing the attitudes of the student are double-barreled, as a result of his own direct influence and the influence of the parent over whom he has exerted some influence. The fact that involvement enhances the probability of attitude change has been well documented. Industrial studies such as those of Coch and French (1948), and studies such as that of Lewin (1952), clearly illustrate that individuals who feel that they are involved are more likely to have their attitudes changed.

Also, get the students involved in providing some of their own direction in the classroom. Again, the classic Lewin, Lippitt, and White (1939) studies demonstrated that attitudes, motivations, and satisfaction were all increased as a result of a democratic group situation where the group exerted some influence over its own direction. This approach, which has often been called the learner-centered or pupil-centered approach, has been shown in some studies to be highly successful. Culturally deprived students must be able to take on the role of authority in order that their attitudes toward authority can be changed.

Outside of a group-centered or pupil-centered approach, which enables the group to have some control over its fate, the use of role-playing is also a way of changing attitudes. The study of King and Janis (1956) demonstrates that role playing can be used effectively to change attitudes. Let the students play the game of parents and children. Let some of the students be the children and some of the students be the parents and have them act out a-home-situation. Give them a feeling of what it is like to be a parent. Give them a feeling of what it is like to be an authority figure in society. Let them identify with society and attempt to defend society by playing the role of an authority. This may well change their attitudes towards the very society which they often find intolerable. Playing a role which is dissonant with ones attitudes, has been shown to cause those attitudes to change (Brehm, 1960).

Use praise and approval to change their self-esteem and self-acceptance. Let them know that you think they are worthwhile persons and are capable of good performance. Provide them with tasks of graded difficulty leading to success in order to change their level of aspiration. Jucknat (1938) has shown that aspirations go up as a function of success, while Sears (1940) demonstrated that success leads to the setting of realistic goals. One must be careful of pushing students too hard and too fast toward higher levels of aspiration. Many culturally deprived students have what Dollard and Miller (1950) call an approach-avoidance conflict with regard to success; they both desire it and fear it. As they expend more and more effort and are pushed closer and closer to success their fear becomes stronger than their desire (Brown, 1948). Collard and Miller recommend that efforts be made at this point to reduce the fear, rather than increase the desire. The teacher by leading the student toward success through the use of graded tasks, can reduce the fear associated with school.

Some students will need discipline and will have to be handled in a firm authoritative way; others will need warmth, acceptance, and understanding, and will have to be dealt with in a yielding way. The work of Hunt (1965) is applicable here. Hunt has spoken of the differential diagnosis-differential treatment technique. What this means is that people are different and the teacher must become aware of the differences and not attempt to teach or treat people all in the same way. They must be treated in terms of the differences. In the case of a student who is in need of authority, handle him in authoritative fashion. In the case of a student who is in need of acceptance by authority and permissiveness, handle him in a permissive fashion.

If the teacher keeps some of these points in mind, namely; (a) to attempt to relate the school experience to the real world experience in order that gratification be more immediate; (b) to attempt to do things in a perceptual fashion and provide as many tasks as possible for remedial training in perceptual, verbal and cognitive areas and to converse with the students as much as possible; (c) to make frequent use of rewards in an attempt through use of successive approximations to produce achievement-oriented behavior and success while making minimal use of punishments; and (d) to utilize praise, approval and warmth, and such techniques as role playing and programmed presentation of tasks in increasing order of difficulty in order to foster identification with society, and improve self-esteem and increase level of aspirations, then the culturally deprived student may well be able to overcome his initial experiential deficit and cumulative deficit and derive a useful education from his school experiences.

REFERENCES

Atkinson, J. W. (Ed.), Motives in Fantasy, Action, and Society. Princeton, N. J., Van Nostrand, 1958.

Ausubel, D. P. How reversible are the cognitive and motivational effects of cultural deprivation? Implications for teaching the culturally deprived child. Paper read at a conference of the teaching of the culturally deprived child, Buffalo, New York, 1963.

Ausubel, D. P. & Ausubel, Pearl. Ego development among segregated Negro children. In A. H. Passow (Ed.), Education in Depressed Areas. New York: Teachers College, Columbia University, 1963, pp. 109-141.

Bernstein, B. Linguistic codes, hesitation phenomena and intelligence. Language and Speech. 1962, 5, 31-46.

Bloom, B. S. Stability and Change in Human Characteristics. New York: Wiley, 1964.

Bloom, B. S., Davis, A., & Hess, R. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart, & Winston, 1965.

Boger, J. H. An experimental study of the effects of perceptual training on group IQ scores of elementary pupils in rural ungraded schools. Journal of Educational Research. 1952, 46, 43-53.

Brazziel, W. F. & Terrell, Mary. An experiment in the development of readiness in a culturally disadvantaged group of first grade children. Journal of Negro Education. 1962, 31, 4-7.

Breckenridge, Marian, E. & Vincent, E. L. Nutrition and growth. In J. M. Seidman (Ed.), The Adolescent-A Book of Readings. New York: Holt, Rinehart, & Winston, 1962.

Brehm, J. W. A dissonance analysis of attitude discrepant behavior. In M. J. Rosenberg (Ed.), Attitude Organization and Change. New Haven: Yale University Press, 1960, Ch. 5.

Bronfenbrenner, U. Socialization and social class through time and space. In Maccoby, Eleanor, E., Newcomb, T. M., & Hartley, E. L. (Eds.), Readings in Social Psychology (3rd edition). New York: Holt, Rinehart, &Winston, 1958, pp. 400-425.

Brown, J. S. Gradients of approach and avoidance responses and their relation to level of motivation. Journal of Comparative and Physiological Psychology. 1948, 41, 450-465.

Coch, L. & French, J. R. Overcoming resistance to change. Human Relations. 1948, 1, 512-532

Dennis, W. Causes of retardation among institutional children. Journal of Genetic Psychology. 1960, 96, 47-59.

Deutsch, M. The disadvantaged child and the learning process. In A. H. Passow (Ed.), Education in Depressed Areas. New York: Teachers College, Columbia University, 1963, 163-180.

Deutsch, M. The role of social class in language development and cognition. Institute for Developmental Studies, New York, 1964 (mimeo).

Dollard, J. & Miller, N. E. Personality and Psychotherapy. New York: McGraw-Hill, 1950.

Estes, W. K. An experimental study of punishment. Psychological Monographs. 1944, 57, No. 263.

Goff, R. M. Some educational implications of the influence of rejection on aspiration levels of minority group children. Journal of Experimental Education. 1954, 23, 179-183.

Harlow, H. F. The formation of learning sets. Psychological Review. 1949, 56, 51-65.

Hieronymus, A. N. Study of social class motivation: relationships between anxiety for education and certain socio-economic and intellectual variables. Journal of Educational Psychology. 1951, 42, 193-205.

Hull, C. L. A behavior system: An introduction to behavior theory concerning the individual organism. New Haven: Yale University Press, 1952.

Hunt, D. E. Conceptual systems assessment in planning differential educational treatment and in measuring developmental change. Paper presented at the meetings of the American Psychological Association, Chicago, Illinois, 1965.

Hunt, J. McV. Intelligence and Experience. New York: Ronald Press, 1961.

Hunt, J. McV. The psychological basis for using pre-school enrichment as an antidote for cultural deprivation. Merrill-Palmer Quarterly. 1964, 10, 209-248.

John, Vera, P. The intellectual development of slum children: some preliminary findings. American Journal of Orthopsychiatry. 1963, 33, 813-822.

Jucknat, Margarete. Leistung, anspruchsniveau, und selbstbewusstein. Psychologische Forschung. 1938, 22, 89-179.

Kahl, J. A. Educational and occupational aspirations of "common man" boys. Harvard Educational Review. 1953, 23, 186-203.

King, B. T. & Janis, I. L. Comparison of the effectiveness of improvised versus non-improvised role-playing in producing opinion changes. Human Relations. 1956, 9, 177-186.

Klingberg, O. Negro-white difference in intelligence test performance: A new look at an old problem. American Psychologist. 1963, 18, 198-203.

Krugman, M. The culturally deprived child in school. National Education Association Journal. 1961, 50, 22-23.

LeShan, L. L. Time orientation and social class. Journal of Abnormal and Social Psychology, 1952, 47, 589-592.

Lewin, K. Group decision and social change. In G. E. Swanson, T. M. Newcomb, & E. L. Hartley (Ed.), Readings in Social Psychology (2nd edition). New York: Holt, 1952.

Lewin, K., Lippitt, R., & White, R. K. Patterns of aggressive behavior in experimentally created "social climates." Journal of Social Psychology. 1939, 10, 271-299.

McClelland, D. C. et al. The Achievement Motive. New York: Appleton-Century-Crofts, 1953.

McClelland, D. C. The Achieving Society. Princeton, N. J.: Van Nostrand, 1961.

Mischel, W. Preference for delayed reinforcement and social responsibility. Journal of Abnormal and Social Psychology. 1961, 62, 1-7.

Osborne, R. T. Racial differences in mental growth and school achievement; a longitudinal study. Psychological Reports. 1960, 7, 233-239.

Pettigrew, T. Negro American intelligence: a new look at an old controversy. Journal of Negro Education. 1964, 33, 6-25.

Rosen, B. C. The achievement syndrome: a psychocultural dimension of social stratification. American Sociological Review. 1956, 21, 203-211.

Rosen, B. C. & D'Andrade, R. The psycho-social origins of achievement motivation. Sociometry. 1959, 22, 185-218.

Schorr, A. L. The non-culture of poverty. American Journal of Ortho-psychiatry. 1964, 34, 220-221.

Schreiber, D. Identifying and developing able students from less privileged groups. High Points. 1958, 40, 5-23.

Sears, Pauline S. Levels of aspiration in academically successful and unsuccessful children. Journal of Abnormal and Social Psychology. 1940, 35, 498-536.

Shaw, F. Educating culturally deprived youth in urban centers. Phi Delta Kappan. 1963, 45, 91-97.

Siller, J. Socio-economic status and conceptual thinking. Journal of Abnormal and Social Psychology. 1957, 55, 365-371.

Skeels, H. M. & Dye, H. B. A study of the effects of differential stimulation on mentally retarded children. Proceedings of the American Association for Mental Deficiency. 1939, 44, 114-136.

Skinner, B. F. The Behavior of Organisms: *An Experimental Analysis.* New York: Appleton-Century-Crofts, 1938.

Wellman, Beth L. Iowa studies on the effects of schooling. *Yearbook of the National Society for the Study of Education.* 1940, 39, 377-399.

Winterbottom, Marian R. The relation of need for achievement to learning experiences in independence and mastery. In J. W. Atkinson (Ed.), *Motives In Fantasy, Action, and Society.* Princeton, N. J.: Van Nostrand, 1958, pp. 453-478.

Witty, P. A. The teacher who has helped me most. *Elementary English,* 1947, 34, 345-354.

Wolf, R. M. The identification and measurement of environmental process variables related to intelligence. Unpublished doctoral dissertation, University of Chicago, 1964.

Zigler, E. & DeLabry, J. Concept switching in middle-class, lower-class, and retarded children. *Journal of Abnormal and Social Psychology,* 1962, 65, 267-273.

III. ABSTRACTS - BUSINESS PRESENTATIONS

3

ADVERTISING AND SALES PROMOTION

Robert A. Cuthbert and Others*

I. Promotions encompass most of the many facets of marketing...
   A. Product line and assortment
   B. Advertising
   C. Display
   D. Pricing
   E. Selling - to the trade and to the consumer

II. Brief description of Johnson & Johnson promotional program...
   Objectives:
   A. Increase consumer sales
   B. Consumer appeal
   C. Trade appeal
   D. Variety

III. "Be Our Guests" Promotion
   A. Conduct "Match the Landmark" quiz
   B. Selection of theme
      1. Sweepstakes-proven promotion device
      2. Unique twists to travel sweepstakes
         a. Ten grand prize winners
         b. The whole family wins
         c. Red carpet treatment
      3. Strategy statement
      4. Show travel film of cities to be visited (if available)

IV. Advertising
   A. Copy strategy-relate to promotion strategy
   B. Selection of media
   C. Print campaign-show print ad
   D. TV campaign-show commercial

V. Display
   A. General comments on the importance of display
   B. Display copy strategy-relate to promotion strategy

---

*Mr. Cuthbert is General Promotions Manager, Johnson & Johnson, New Brunswick, New Jersey. Other participants, Kent Hobby, Assistant Promotions Manager, Johnson and Johnson; Elliot J. Axelrod, President of Elliot J. Axelrod Associates, New York City; and Daniel Keefe, Assistant Executive, Young and Rubican, New York City.

    - C. Creative development
    - D. Production techniques
    - E. Show displays-for packed deals and case promotions

VI. Selling - to the trade
Mock presentation covering basic selling points
    - A. Creation of impulse sales
    - B. Build store excitement
    - C. Tie in with national advertising
    - D. Provide their customers with means of entering contest
    - E. Suggest promotional program for account - including product feature and advertising

VII. Selling - to the consumer
    - A. Pretesting
    - B. Number of entries
    - C. Reaction of winners

VIII. Summary
Close by passing out TWA souvenirs

CREDIT AND COLLECTIONS

Edward J. Brennan*

I. IMPORTANCE OF CONSUMER CREDIT IN THE AMERICAN ECONOMY......
  A. OUTSTANDINGS AS OF MARCH 31, 1967...92.5 billion total
  B. BREAKDOWN...
    1. Installment Credit-73.5 billion (including 898 million in credit card operations)
    2. Non-installment credit - 18.9 billion
    3. Currently over 6 billion dollars extended and repaid each month
  C. Effect of consumer credit on producation and distribution
    1. No need for mass production facilities without mass markets
    2. No need for mass distribution facilities without mass production
  D. Effect of consumer credit on consumer prices...
    1. Lower prices because of benefits to be derived from mass production and distribution savings
    2. Major items are cheaper even when credit costs are added
  E. Effect of consumer credit on employment... although no accurate figures are available, substantial employment is provided in the following types of industries....
    1. Financial -
      a. Banks (all types)
      b. Finance companies
      c. Savings & Loans
    2. Retail Trades -
      a. Stores
      b. Auto dealers
    3. Transportation
    4. Communications
    5. Insurance
    6. Marketing
    7. Office equipment
    8. Forms and paper supplies
    9. Legal -
      a. Advisors
      b. Collections

---

*Mr. Brennan is Vice President, Trenton Trust, Trenton, New Jersey

        10. Credit Investigation

II. IS CONSUMER CREDIT AN ASSET OR A LIABILITY?
    A. CONSUMER CREDIT IS A LIABILITY TO THE MINORITY WHO....
        1. Use it improperly
        2. Are oversold through use of credit
        3. Are misinformed
    B. CONSUMER CREDIT IS AN ASSET FOR THE MAJORITY WHO USE IT AS A MEANS....
        1. Of saving (enforced savings theory)
        2. Of acquiring durable goods and developing net worth
        3. Of acquiring a home
        4. Of developing good budgeting habits

III. CHANGES IN CONSUMER CREDIT
    A. Increases in uses of credit....
        1. More people are using credit
        2. More types of credit are available
            a. Revolving Credit
            b. Credit Cards
    B. Improvements in credit techniques....
        1. Automated credit reporting
        2. Automated bookkeeping
        3. Automated credit evaluation (point scoring)

IV. TYPES OF JOBS AND SKILLS REQUIRED IN THE CREDIT INDUSTRY
    A. Management personnel...
    B. Marketing and sales personnel...
    C. Lawyers...
    D. Supervisors...
    E. Credit interviewers...
    F. Credit investigators...
    G. Credit managers...
    H. Clerical personnel...
    I. Data processing personnel...
    J. Collection personnel...
    K. Secretaries
    L. Accountants and auditors

V. HOW CAN EDUCATORS WORK WITH BUSINESS IN TRAINING PERSONNEL IN THESE SKILLS?

A. Increase the knowledge of students about the functions and job possibilities in this industry by....
  1. Making increased use of professional speakers and materials for in-class training which are available from -
    a. The American Bankers Association (mention education program)
    b. State Bankers Associations
    c. International Consumer Credit Association programs
    d. Finance company associations
    e. Credit Executives Associations
    f. Local Credit bureaus
  2. Arranging for tours of various types of credit operations
  3. Arrange to have school work program students assigned to various types of credit operations
  4. Securing credit publications for school libraries (Credit World)
  5. Conducting Consumer credit courses in schools

B. Have educators get better informed about credit needs and practices by....
  1. Becoming involved in local credit mens organizations
  2. Securing part-time employment in credit operations
  3. Serving on the boards of local credit counseling operations

VI. QUESTIONS AND ANSWERS

MERCHANDISING

William Price*

I. Merchandising to satisfy consumers demand .
  A. A stores reason for existence is to supply the needs of its customers.
  B. It is necessary to let the customer tell you what is wanted. Keep alert of the changes.
  C. Before we can merchandise and stock to meet consumers demand, we must determine wants.

II. How to determine customer desires.
  A. Watch trends.
    1. age brackets, by 1990 half of the population will be under 25 years old
    2. housing and building
       apartments versus houses
    3. fashion trends
       move very fast--start at the top and move down
  B. Stock and sales records.
    1. Unit control
    2. IBM
       ("Rate of Sale" is the measure of the popularity of an item. May move up or down--toward or away from style, size, color, and type.)
  C. Want slip's.
    1. Records items customer wants but are not in stock.
    2. Discuss with sales people "feed back" from customers.
  D. Information from other buyers in store.
    1. i. e., Share buyers must get information from fashions and accessories as to colors, etc. -- match or contrast.
  E. Watch competition.
    1. Medium and popular price stores watch ads of top street and specialty shops
    2. Comparison Shoppers

---

*Mr. Price is Vice President and General Manager, John Wanamakers, Moorestown, New Jersey.

- F. Customer Surveys.
    - 1. Usually too slow
    - 2. Show long term trends
- G. Manufacturers and Vendors.
    - 1. Generally what manufacturers are selling--big is generally what customers want.
- H. Trade papers and magazines.
    - 1. Fashion Magazines

III. Staple stocks (and records).

- A. Accurate stock records most important
- B. Must be accurate, simple to use, and up-to-date

PERSONNEL ANALYSIS

J. M. Vanderford*

1. It is an accepted fact that the success of any business or any group action depends upon the results obtained by each individual making up the group; therefore, it is important that -
   a. A results analysis be established for each job in the organization. This should include only those major results for which the individual is responsible.
   b. For most jobs, there will be six or fewer such overall results (an example is attached).
   c. Once the major results have been established, then a broad listing of major activities through which those results will be accomplished, should be made. For most jobs, there will probably be twenty-five or fewer major activities.
   d. When this has been accomplished, a workable job specification list keyed to results will have been established and forms the basis for job standards and an objective job appraisal program. A form used in such an appraisal program at CAMPBELL's is attached.

2. We use group and individual involvement techniques in training CAMPBELL Field Force people, and endorse this method strongly. While it may not be true with younger people, we have found getting more mature individuals into the training action as deeply and as extensively as possible, has been of considerable assistance in training our personnel effectively.

3. An activity as used in job specifications, is an action through which a result is accomplished. For example: "Achievement of assigned sales objective is a result." "Develop plans for specific sales" is a major activity which contributes to that result. A further example: "Provide indoctrination training for new employees" is a major activity which would result "in the achievement of well trained employees."

---

*Mr. Vanderford is Vice President, Campbells Sales Company, Camden, New Jersey.

4. The establishment and use of job standards begins with the analysis of the activity involved and includes these steps:
   a. SELECT the activity.
   b. DETERMINE how well the activity must be performed.
   c. EVALUATE and take ACTION to improve performance.
5. In selecting and recording the activity which is to be used, additional sub-activities may be broken out to assist in establishing standards. When this has been done-
   a. DEFINE the standards of performance expected for each sub-activity.
   b. DETERMINE how well, how much, and how often the performance is to be accomplished.
   c. Be SPECIFIC and OBJECTIVE.
   d. DETERMINE the records, reports, or other evidence needed to measure performance as specifically and objectively as possible.

6. Measurements should be specific and OBJECTIVE--in terms of dollars, cases, numbers, percentages, or some other specific term. While accuracy is important, 100% accuracy of the measurements is not essential.
   a. DIRECT evaluation occurs when you observe the person working--it is face-to-face evaluation.
   b. INDIRECT evaluation is accomplished with records, reports, observations of the results of his work, and information and reactions from others.
   c. Take ACTION to remedy below-standard performance, improve average performance, and challenge the person who does above-standard performance by raising the standards.
   d. MEASURE individual progress.
   e. PROVIDE information when it is needed, in usable form, as accurately as possible.
   f. Is supplied to Manager (supervisor) to whom the person reports.
   g. CHANGES when expected results or major activities change.

7. An exercise using group participation will assist in developing and applying this method of establishing job standards, and evaluating job performance as follows -
   a. BREAK the activity down into two or three sub-steps which are important to the accomplishment of the activity.

b. Set SPECIFIC standards for each activity on a basis of how well, how much, how often in terms of specifics.
c. Specify any EVIDENCE needed to measure performance in a specific way.
d. Write out the STANDARDS you have decided upon.

The initial exercise should have each individual set a standard for some activity he is thoroughly familiar with. Once this procedure is clear to him, he will be in a better position to analyze and set a standard for an activity even though he is not completely familiar with it.

IV. PROJECTS

Class Group

Small Group

Individual

CLASS GROUP PROJECT

CLASS GROUP PROJECT

A. Descriptive Title:

Advertising--How advertising influences the consumer in a shopping center.

B. Objective or Purpose:

To create awareness of the influence of advertising being done within a shopping center and to learn the techniques of conducting a survey.

C. Nature and Scope:

The student will gain a general knowledge of the impact advertising has on consumer buying in a shopping center and the proper techniques for developing and taking a survey. Time allowed for the project will be two weeks.

D. Materials, Equipment, and Facilities:

1. Pen
2. Pencil
3. Paper
4. Tagboard or butcher paper
5. Felt pens
6. Map of community
7. Copies of previous like survey if available
8. Chalk
9. Erasers
10. Chalkboards
11. Duplicating materials and equipment
12. Policeman (if a stop survey is to be taken)
13. Overhead projector
14. Staples
15. Stapling machine
16. Hole punch
17. Paper clips
18. Community resource personnel
19. Textbooks

E. Pre-project Preparation:

1. In the related class, the coordinator will have taught a unit on advertising, assisted by outside resource people from such categories as radio, newspaper, advertising agencies, advertising personnel from leading stores, etc.
2. The teacher-coordinator should make certain that the resource people are advised as to what the unit is about and the topic or topics they are expected to discuss so that their contribution will be meaningful to the student.
3. The student will complete assigned readings.
4. The student will have received adequate instruction in the proper social techniques in conducting a survey-including demonstration and role playing.
5. Student will be expected to have completed pre-project preparation.
6. Information collected from any previous surveys that may have been taken.
7. Evaluation of previous questionnaires as to any special survey techniques that may have been used.
8. Student and teacher-coordinator determine what questions have been of help in previous surveys.

F. Step by Step Description:

1. Students and teacher-coordinator develop a questionnaire to be used in their survey.
2. Student will observe a demonstration by the teacher-coordinator of correct technique and procedures of taking a survey.
3. Role playing activities will be conducted with students taking roles of customer and surveyor in an effort to build correct techniques for taking the survey.
4. A map of the local shopping center and surrounding areas concerned will be made by the students.
5. Selection of survey points will be made and students assigned to these survey points on the basis of career objectives, special interests, and talents.
6. The survey or surveys are conducted under the direct supervision of teacher-coordinator.
7. Results of information gained from the survey will be tabulated by students.
8. Students, under the direction of the teacher-coordinator, will prepare a written report to be presented to interested parties which should include school and business people.

G Evaluation:

1. The teacher-coordinator will evaluate the project looking for the following outcomes:
    a. Whether the student has transferred his thinking from that of the simulated situation to that of practical application.
    b. Determine whether or not the student has developed the correct techniques for conducting a survey by short objective testing.
    c. Whether the student is now aware of the influence of advertising on the people coming to the shopping center.
2. The student will evaluate the project by writing a report of his own activities and his understanding of advertising as well as survey techniques. Included in the report will be any questions which are unanswered for him that should have been revealed by the survey. These questions are to relate to his occupational goal.
3. Outside evaluation may be had by requesting comments from persons who received the report. These comments might include:
    a. How the report had helped them.
    b. What additional information should have been included in the questionnaire.

CLASS GROUP PROJECT

A. Descriptive Title:

Consumer preference: Private versus national brands.

B. Objective or Purpose:

1. To give students an understanding of the place of national brands in consumer preference.
2. To develop an understanding of the use of brand names in marketing consumer products.
3. To assist student to gain an appreciation of the value of brand names as an aid in selling.
4. To develop and improve communication skills.

C. Nature and Scope:

A survey by total class, of private and national brand preferences of customers in the selection of specific products in designated retail outlets to determine significance of branding related to consumer preferences. This project should be scheduled for a three (3) week period.

D. Materials, Equipment, and Facilities

1. An appropriate survey form developed by the class.
2. Reading materials.
3. Materials necessary for final report.

E. Pre-project Preparation:

1. Survey techniques.
2. Printers Ink (magazine) Articles relating to brand name acceptance.
3. Selected trade magazines appropriate to survey.
4. Advertising Procedures (Prentice Hall) pp. 121-151.
5. Fundamentals of Selling (Southwestern)pp. 113-114, 273-274.
6. Marketing, Sales Promotion and Advertising (Southwestern) pp. 329-341.
7. If You Could Only Be At Every Point Of Sale (pamphlet, Dennison Manufacturing Company).
8. The class discusses the history and reasons for brand names, suggested time: 1 hour.
9. Teacher assigns individual reading, suggested time: 15 minutes.

F. Step by Step Description:

1. Class plans the survey procedure and objectives, suggested time: 3 hours.
2. Class develops survey check form or questionnaire, suggested time: 3 hours.
3. Pretest the survey after class assignment.
4. Evaluation and suggested revision of pretest results, suggested time: 3 hours.
5. Carry out survey, outside assignment.
6. Analyze the results, suggested time: 5 hours.
7. Prepare final report of findings, suggested time: 3 hours.

G. Evaluation:

1. Teacher to evaluate survey techniques and will test students' understanding of brand names and their use in marketing today.
2. Representative of the merchants association invited to evaluate results.
3. Students give presentation to Consumer Economics class emphasizing use and benefits of the private and national branding of consumer goods.

CLASS GROUP PROJECT

A. Descriptive Title:
The retail, wholesale and service classifications of distributive businesses.

B. Objective or Purpose:
To help the student understand how business firms in distribution are classified and employment opportunities therein.

C. Nature and Scope:
This total class project is planned to help students determine the variety and diversity of retail, wholesale, and sales service business firms operating in their community. It is hoped the students will see the many and varied employment opportunities that are available in distribution in the community. The project should be planned to cover 3-4 weeks of class time.

D. Materials, Equipment, and Facilities:
1. Maps of community
2. Large sheets of graph paper
3. Marking pencils in various colors
4. A lettering set
5. Tape
6. Glue
7. Rulers
8. Common pins
9. Colored paper
10. Large tables
11. Regular chairs
12. Scissors
13. Paper cutter
14. Chamber of Commerce (resource)
15. City Planning Commission
16. Retail Merchants Association
17. D. E. Advisory Committee
18. Telephone Directory
19. City Directory

E. Pre-project Preparation:

1. The project is introduced by the teacher-coordinator, using the flip chart, explaining what distribution includes. The teacher-coordinator will explain the following:
   a. The project
   b. What they plan to do
   c. The procedures to be followed
   d. The suggested time for completion
2. The students are to read chapters from suggested reference books, describing distributive businesses, and become more aware of the various types of distributive businesses within the community by simple observation.
3. Speakers from each area of distribution: Topics will include a definition of retailing, wholesaling, and service (by respective speakers), a description of opportunities in each, the nature and scope of each area, i. e. number of businesses, volume, number of employees, employee turnover, etc.
4. Speaker from the Chamber of Commerce: He will be requested to: bring maps of community, one for each student plus a few extras; to use maps to identify areas of the community such as business, residential,industrial areas, etc. Specifically identifying shopping centers, trading area, string streets, neighborhood stores, etc.

F. Step by Step Description:

1. Students will prepare large scale map of community using collected data from community resources.
2. Students locate and identify distributive businesses on the map, using legend, i. e. red=retail, blue= wholesale, green=service.
3. Students will prepare a "Directory" of distribution businesses by clarification of business for possible incourse producing project.

G. Evaluation:

1. Teacher-coordinator will evaluate by preparing an 8 1/2 x 11 map of the community, one for each student, and have student identify by classification, name, and locate a certain number of distributive businesses.
2. The students will evaluate their own efforts in this project by self-evaluation throughout the project.

CLASS GROUP PROJECT

A. Descriptive Title:

A sales promotion campaign for the senior class play.

B. Objective or Purpose:

To develop a sales promotion campaign using appropriate advertising and sales promotion principles.

C. Nature and Scope:

This project is designed to have a total class involvement in preparing a sales promotion campaign for the senior class play. The project will give students with varying abilities and interests an opportunity to work in smaller groups or individually on various phases of the project. Those with artistic talents can do much more in the art work phase of the campaign preparation than students with little artistic creativity. On the other hand, students with varying degrees of academic or artistic talent will have an opportunity to participate in phases of this project effectively. The project will run approximately one six week marking period.

D. Materials, Equipment, and Facilities:

1. Class notes
2. Class texts
3. Radio
4. Television
5. Newspaper
6. Printing rate cards
7. N. R. M. A. sales promotion calendar
8. Distributive Education library
9. Resource files
10. School art department
11. Senior class play director
12. Poster paper
13. Tempera paints
14. Paint brushes
15. Lay-out paper
16. Pencils
17. Colored pencils
18. Markers
19. Glue

20. Cellophane tape
21. Colored art paper
22. Erasers
23. Rulers
24. Pencil sharpener

E. Pre-project Preparation:

Your project is to prepare a sales promotion campaign for the senior class play. In order to complete the project, you should do the following:

1. Review class notes on sales promotion and advertising activities.
2. Read the following supplementary textbook materials:
   a. Business Principles and Management, pp. 329-349.
   b. Fundamentals of Selling, pp. 383-412.
   c. Retail Merchandising, pp. 383-412.
   d. Marketing, Sales Promotion and Advertising.
   e. Retailing Principles and Practices.
3. Check the Distributive Education library and resource files for available information on promotional materials and activities.

F. Step by Step Description:

1. Select market you want to reach.
2. Obtain rate cards from radio and television stations and newspapers (either by personal visitation, telephone or by mail).
3. Analyze the information and determine the media that will be most appropriate to reach your market.
4. Select the media to be used within the given budget.
5. Develop the promotional materials to be used in the campaign:
   a. Prepare a three minute news release for radio commentator presentation.
   b. Prepare several short news releases to be used as spot announcements on radio and television stations.
   c. Prepare publicity releases to be placed in the local newspaper and in the school newspaper. If other advertising media are available within your school, secure permission to use them and develop material to be used. (For instance, public address system.)

        d. Prepare posters (either printed or handmade) to be placed at various locations in school and your community.
    6. Plan your schedule of promotional releases. In timing releases be certain to consider the following:
        a. How soon before the actual play dates should the promotional material be released.
        b. Do all releases have the approval of the play director and your instructor?
        c. Are your releases in good taste and are they of a quality that will build the school's image with the public?
    7. Write thank you notes to all who assisted you in your promotion efforts.

G. Evaluation:
    1. To evaluate the project students might answer the following questions:
        a. Compare senior class play financial records from previous years to this year's records.
        b. Can the techniques used in promoting the play be applied to the promotion of merchandise or services in a retail wholesale or service business?
    2. Invite an advertising or sales promotion man to evaluate the campaign in relation to its effectiveness and discuss his findings with class.
    3. Students should prepare a list of do's and don'ts for other groups to use as a basis for future campaigns.
    4. Students should prepare a brief outline of other types of campaign, i. e., school dance as an evaluation.

CLASS GROUP PROJECT

A. Descriptive Title:

Where could I work in my community?

B. Objective or Purpose:

To help the student identify and familiarize himself with retail, wholesale and service businesses in our community.

C. Nature and Scope:

This class project is designed to acquaint the students with the many and varied types of distributive firms located and operating in the market place of their community. It is further designed to give students an opportunity to work in small groups in implementing the project. The expected student outcomes of the project is the expected increase in their knowledge and understanding of the "market" and of those distribution businesses operating in it. The project should be scheduled over a three (3) week period.

D. Materials, Equipment, and Facilities:

1. Large community map
2. Segment maps of areas in the community
3. Colored paper
4. Pins with colored heads, (red, blue, green, yellow)
5. Colored pencils (red, blue, green, yellow)
6. Sample survey forms
7. Chamber of Commerce Executive
8. Textbooks
9. Telephone directory, white or yellow pages
10. City Directory

E. Pre-project Preparation:

1. Students are instructed on kinds of business enterprises in distribution and marketing.
2. Students will have practice sessions in identifying and classifying these enterprises into retail, wholesale and service occupations according to Standard Industrial Classification.

F. Step by Step Description:

1. Students to establish boundaries of the business community for the purpose of this project.
2. Divide the business community into individual survey areas.
3. Teacher to guide students in the selection of survey areas.
4. Discuss and design a survey form to accomplish the objective: name, address and classification of the businesses in the community.
5. Discuss techniques of conducting the survey and decide the "how, what, where, when and why" in the completing of the project.
6. Progress reports are made daily--students will report on their survey area and will place color code pins on the large community map designating retail (red), wholesale (blue) and service (green) businesses.
7. A cross reference will be established as a legend on a map. These lists will be made up on colored paper to correspond with the color code pins designating the type of business.

G. Evaluation:

1. The teacher will spot check how well the student has become more familiar and be able to identify business classifications by taking names from the telephone Directory and asking the student to classify, to identify and to locate the business in the community. Long term evaluation--this wall map will be retained in the classroom and may be used for future projects.

SMALL GROUP PROJECT

SMALL GROUP PROJECT

A. Descriptive Title:

Finding my career in our town.

B. Objective or Purpose:

To acquaint the students with the career opportunities in the field of distribution in our community and to guide the student in identifying or re-enforcing his own career objective.

C. Nature and Scope:

This is a small group project designed to help the students comprehend the range of employment opportunities in the wholesaling field and to organize an employer-student panel discussion about them to the total class. The project should be scheduled over a 3-4 week period.

D. Materials, Equipment, and Facilities:

1. Completed community map
2. Interview questions
3. Tape recorder
4. Name place cards for panel members
5. Carafe and water glasses
6. Notepads and pencils
7. Dictionary of occupational titles
8. Pass out sheets or pamphlets on "How to Conduct a Panel Discussion"

E. Pre-project Preparation:

1. Review completed map of the community.
2. Instruction periods:
    a. How to conduct an interview
    b. How to construct questions for an interview
    c. How to conduct a panel discussion
3. Teacher-coordinator has had meetings with advisory committee for purposes of setting up the project.

F Step by Step Description:

1. Establish the student group (4-6 members) for the wholesaling career objective.
2. Assign the students to their respective advisory committee representatives.

3. Discuss and design the questions to be asked in the interview.
4. Practice interview techniques.
5. Students conduct interviews with businessmen to discover employment opportunities in the field of wholesaling.
6. Students will write to businessmen inviting them to participate in the panel discussion.
7. Students will practice panel techniques in preparation for real panel.
8. Students will develop questions and guidelines for panel members; to be used during the actual presentation of the panel.
9. Tape record the panel.
10. Students will plan and execute an expression of appreciation to businessmen for their participation in the panel.

G. Evaluation:

By means of student written reports and follow-up individual conferences, the teacher-coordinator can determine if the panel discussions have assisted the student in identifying his career objective.

SMALL GROUP PROJECT

A. Descriptive Title:

Mapping the general area served by the Distributive businesses in the shopping center.

B. Objective or Purpose:

To prepare a map to show students the surrounding market area involved in a later advertising survey.

C. Nature and Scope:

This project is designed to help students increase their awareness of the breadth and scope of markets served by distribution businesses in the local shopping center. It further develops their techniques of visual presentation (map making) and their understanding of the importance of knowing their customers. The project should be completed in approximately one week.

D. Materials, Equipment, and Facilities:

1. Felt pens
2. Tagboard
3. Butcher paper
4. Ruler
5. Pencils
6. Commercial map of area
7. Thumb tacks
8. Overhead projector

E. Pre-project Preparation:

By lecture, the teacher will establish the purpose for making the map and will give any map-making techniques needed. Procedures for making transparencies will be included in this lecture.

F. Step by Step Description:

1. Gather all materials listed.
2. Arrange materials for proper use.
3. Arrangement of maps so that relationship of shopping area to surrounding territory can be shown.
4. Coordinator checks arrangement of maps for accuracy.

5. Prepare transparencies of sections of various maps.
6. Students and coordinator check transparencies for completeness.
7. Use overhead projector to project transparencies on tagboard.
8. Tracings of transparencies made on tagboard.
9. Students and coordinator check for accuracy.
10. Assemble sections for presentation to whole class.
11. Completed map will be evaluated by students and coordinators.

G. Evaluation:

Teacher-coordinator will evaluate the project looking for the following outcomes:

1. Through question and answer period determine whether or not the student has developed a technique for simple map making.
2. Through same method determine whether or not the student has learned the proper locations of all distributive businesses within the shopping center.

Student will evaluate the project looking for the following: Through presentation to the group, by students involved in the project, demonstrate an understanding of the general lay-out of the shopping center.

SMALL GROUP PROJECT

A. Descriptive Title:

Presentation of statistical data and results from the survey: "Consumer Preference: Private Versus National Brands."

B. Objective or Purpose:

1. To be able to interpret statistical data effectively.
2. To present a visual report of the data to the entire class.

C. Nature and Scope:

This is a small group project aimed at determining appropriate methods for presenting results of the total class project: "Consumer Preference: Private versus National Brands." The project will give the students ample opportunity to learn the techniques of chart, bulletin board and other visual aid preparation. The project should be scheduled for 2 to 3 weeks.

D. Materials, Equipment, and Facilities:

1. Materials would come from the normal D. E. classroom or school supplies for preparation of visuals.
2. Reading materials.

E. Pre-project Preparation:

1. Research types of graphs and charts and other visual techniques.
2. Study data of survey.
3. Study methods of organizing the display of the visual materials.

F. Step by Step Description:

1. Group studies results of survey, suggested time: 1 hour.
2. Group decides on types and/or methods of visual presentation of survey results, suggested time: 1 hour.
3. Group prepares visuals, suggested time: 5 hours.
4. Group prepares commentary, suggested time:2 hours.
5. Group presents and/or displays materials and gives commentary, suggested time: one-half to 1 hour.

G. Evaluation:

1. Discussion by class.
2. Questions directed to class to determine effectiveness of method of presenting materials.
3. Teacher evaluates knowledge and understandings acquired in presenting statistical data visually.

SMALL GROUP PROJECT

A. Descriptive Title:
Selecting the media to be used for promoting the senior class play.

B. Objective or Purpose:
1. To determine the appropriate media to be used.
2. To give the student practical experience in the application of advertising and mass media.
3. To provide student with knowledge of current media rates in community.

C. Nature and Scope:
During the next one or two weeks, select the media to reach our market within the budget that has been appropriated. Determine and analyze the media available within the community. Select the media within the allotted budget to reach the desired market.

D. Materials, Equipment, and Facilities:
Class notes, radio, television, newspaper, and printing rate cards, art teacher, and the following textbooks:
1. Retail-Merchandising, pp. 395-400.
2. Fundamentals of Selling, pp. 396-403.
3. Business Principles and Management, pp. 329-349.
4. Marketing, Sales Promotion and Advertising.

E. Pre-project Preparation:
1. Review your class notes on the unit of study, "Sales Promotion and Advertising," with special emphasis on "Selecting the Media" (Retail Merchandising, pp. 395-400.)
2. Acquire the necessary information from the school.
   a. Administration's permission.
   b. Basic information regarding play from speech teacher such as: dates, price, time, place, type of play, cast, resume, etc.
3. The project should be completed in approximately eight days.

F. Step by Step Description:

1. Obtain rate cards either by personal visitation, telephone or by mail from radio and television stations, newspapers, and publishers.
2. Determine which media will reach the desired market.
3. From the cards select the media to be used according to the cost and coverage.
4. Check on the cost of the other promotional material to be used.
5. Prepare presentation to senior class officers of "sell" the promotion "package."

G. Evaluation:

1. Have an advertising or sales promotion man come in and evaluate the campaign to its effectiveness.
2. Have students compare the procedures used in selecting this media with the ones used in a similar campaign, i.e., a school dance.
3. Teacher evaluation.
   a. Question and answer period related to how well the objective was achieved.
   b. Test to see if the students have acquired a basic knowledge in the selection of media.

SMALL GROUP PROJECT

A. Descriptive Title:

The service businesses in our community.

B. Objective or Purpose:

1. To help students identify the many kinds and types of service businesses in their community.
2. To teach students how to classify those businesses which usually provide a service.
3. To assist students in identifying the service businesses in the community.
4. To help students gain occupational knowledge concerning employment opportunities in community.

C. Nature and Scope:

This short project is designed to acquaint the students with the many types and kinds of service businesses located in our community. The project is best used as an introductory project to a more comprehensive study in the area. The suggested time for this project is approximately 2 hours.

D. Materials, Equipment, and Facilities:

Flannel board. Career and descriptive information accumulated from various service businesses such as:

1. Banks
2. Savings and Loans
3. Credit Associations
4. Hotel and Motel Associations
5. Private finance companies
6. Real estate firms
7. Insurance companies
8. Mortgage bankers

Chairs and tables should be arranged so each committee can work easily together.

E. Pre-project Preparation:

The coordinator will review the previous instructional content by flannel board presentation, covering retail, wholesale, and service businesses. He will also review the class project where the students classified distributive businesses. The coordinator will explain that the class will now study each of the major areas of distribution, beginning with the Service Business Area. He will prepare a kit of resource materials on the instructional content pertaining to each area of specialization, i. e. : Finance, should include banking, savings and loan, etc. These kits are distributed to each committee for it to study, and to identify those businesses which fall in the respective category.

F. Step by Step Description:

1. The class of 15 students will be grouped in committees of 5 each, according to interest if possible.
2. The students select service businesses about which they desire additional information.
3. The students (for the purpose of this project) have selected the three major areas of greatest interest:
    a. FINANCE
        Banks
        Credit Agencies
        Savings and Loans
    b. BUSINESS SERVICE
        Advertising agencies
        Photography
        Rental (equipment perhaps)
    c. MOTEL & HOTEL
        Hotels
        Motels and Tourist courts
        Trailer Parks and Camps
4. Each committee will select a chairman and a recorder. The chairman will conduct the meeting and keep members on subject.
5. Each chairman will receive from the teacher-coordinator an agenda to be followed:
    a. Identify all businesses in the respective category.
    b. Identify and locate those service businesses in the community.

G. Evaluation:

Case Problems:

1. What distributive business service(s) might be needed by a family moving into this locality (community).
2. Explain where they might obtain these services. (Include business name and location if desired.)

INDIVIDUAL PROJECT

INDIVIDUAL PROJECT

A. Descriptive Title:

Appropriate grooming for a women's clothes salesperson's job.

B. Objective or Purpose:

1. To understand the appropriate style and color used by salesperson.
2. To understand appropriate accessories and footwear to accent various clothes.
3. To understand appropriate make-up to be used for a women's clothes salesperson.
4. To understand appropriate hairstyles.

C. Nature and Scope:

This project is designed to make student aware of the appropriate dress, make-up, and accessories used by salespeople in women's clothing departments. By demonstration and research, the student is developing her own style knowledge and habits that will make her (and her classmates) better prepared for sales work in women's clothing. The project should be scheduled for a two-week period.

D. Materials, Equipment, and Facilities:

1. Appropriate fashion magazines.
2. Reading assignments:
    a. Business Behavior, pp. 65-75, 79-87.
    b. Fundamentals of Selling, pp. 131-142.
    c. Retail Merchandising, pp. 572-574.
    d. Sales Horizons, pp. 56-57.
    e. "Good Grooming is Good Business" (Chart, Lever Brothers)
3. Interviews with beauticians, make-up specialists, personnel managers, and other resource people.

E. Pre-project Preparation:

1. Research on fabrics used in women's fashions.
2. How to give a demonstration on good grooming for salespeople.

F. Step by Step Description:

1. Student reads assignments and magazines for variety of appearances, suggested time: 2 hours.
2. Student prepares questions for interview, suggested time: 2 hours.
3. Student interviews personnel manager of a department store or women's apparel shop on appropriate business dress, suggested time: 1 hour.
4. Student interviews a make-up specialist, suggested time: 1 hour.
5. Student returns to magazines for correct business apparel, suggested time: 1 hour.
6. Student prepares check list for business appearance, suggested time: 2 hours.
7. Student prepares for demonstration before class on how to dress for business, suggested time: 3 hours.

G. Evaluation:

1. Teacher's test on grooming.
2. Teacher's evaluation of demonstration.
3. Class discussion of demonstration.
4. Teacher's evaluation of check list.

INDIVIDUAL PROJECT

A. Descriptive Title:

Banking as a distributive service business (career objective - banking).

B. Objective or Purpose:

1. To assist the student in identifying and classifying banks.
2. To assist the student in identifying banking businesses in the community.
3. To help the student understand banking in relationship to business and community.

C. Nature and Scope:

1. The individual project is an outgrowth of a unit on distributive service businesses, having a student interested in banking as a career. Banking was discussed in the class as being one function of financing in distribution.
2. The student, with the aid of a telephone directory, will compile a list of banks in the community and then contact two or more banks to ascertain kind of bank, services rendered and career opportunities.

D. Materials, Equipment, and Facilities:

The project will be to interview two or more local bankers, done outside of the classroom. The student will only need a telephone directory, paper, and pencil.

E. Pre-project Preparation:

1. The student will be expected to read from a suggested reference book, such as Consumer Economics, those chapters pertaining to banking.
2. He will also be asked to contact the American Banking Institute for additional information, if one is available. (Alternate: Contact State Banking Association) This will be done prior to contacting and interviewing bankers.
3. This will help the student become somewhat familiar with terminology.
4. Reading and compiling this information will require approximately 3 hours.

F. Step by Step Description:

1. The student will first list the various banks found in community.
2. The student will list the following questions to ask each banker interviewed:
   a. What type of bank is this, and how does it differ from another?
   b. What services does the bank sell?
   c. What are the career opportunities in banking?
3. Select two or more banks and set up appointments to interview bankers.
4. Interview two or more bankers.
5. Compile and compare information, facts, etc., after interviews.
6. Write a report of accumulated data and give to class orally.
7. Total time for individual project: one week.

G. Evaluation:

1. A banking member on the D. E. General Advisory committee will evaluate the written report.
2. Communicate with the coordinator.

INDIVIDUAL PROJECT

A. Descriptive Title:

Career information interview.

B. Objective or Purpose:

1. To obtain factual information relative to educational, character, and personality requirements for entry jobs in the field of the student's career objective.
2. To give the student experience in participating in an interview.
3. To give the student experience in arranging for an interview.

C. Nature and Scope:

1. Arrange for and participate in a personal interview with a personnel manager in a business in the area of the student's career objective and report on the interview orally and in writing.
2. This project should be scheduled for a two week period.

D. Materials, Equipment, and Facilities:

1. Interview procedure outline
2. Resource people: personnel manager

E. Pre-project Preparation:

1. Development of interview procedure through lecture, class discussion, and role playing (5 hours).
2. Development of ability to request interview appointment by telephone lecture, demonstration, and role playing (1 hour).
3. Acquire a knowledge of appropriate clothing and proper grooming for a business interview through lecture and appropriate trade literature (3 hours).

F. Step by Step Description:

1. Make an appointment by telephone for a career information interview with the personnel director of an appropriate firm in the presence of the teacher.
2. On day of interview student reports to school dressed and groomed for the interview (for teacher's appraisal).

3. Call on firm at the appointed time and carry out the interview. (Remember to check on transportation in advance.)
4. Report results of interview to class orally and in writing for benefit of other students, teacher's appraisal, and student's permanent folder.

G. Evaluation:
  1. By pre-arrangement have evaluation of student's interview by personnel director involved using checklist provided by teacher.
  2. Teacher evaluation based upon completeness and relevancy of information obtained.
  3. Teacher's evaluation of student's telephone technique in requesting the interview.

INDIVIDUAL PROJECT

A. Descriptive Title:

Composing an advertising layout.

B. Objective or Purpose:

1. To teach the student how to compose an advertising layout.
2. To stress the importance of showing customer benefit in advertising.

C. Nature and Scope:

This short project will give the student an opportunity to prepare a quarter page, colored, single item retail ad for a newspaper. The time limit will be three (3) hours for the project completion.

D. Materials, Equipment, and Facilities:

1. Ad layout paper
2. Marking pencils
3. Ink
4. Mats
5. Local newspaper
6. Local retail stores
7. Trade publications

E. Pre-project Preparation:

The class has studied the unit on advertising in the text. The student should read additional material on composing an ad layout. He should obtain product information from trade publications or from local retail stores.

F. Step by Step Description:

1. The student should choose a product that he would like to advertise in a newspaper.
2. He must obtain product information from local retailers, trade publications, and other sources.
3. The student prepares a quarter page ad layout, including all parts, featuring the product he has selected.

G. Evaluation:

The class could evaluate the project by applying principles they have learned from their unit of study on advertising. They could use a checklist and evaluate the advertising according to effectiveness and other criteria that have been established by retail advertising specialists in their own community. Evaluation can be made by advertising by Department Store advertising manager.

INDIVIDUAL PROJECT

A. Descriptive Title:

Designing a newspaper advertising layout for advertising the senior class play.

B. Objective or Purpose:

1. To develop understanding of balance, eye movement, and appeal in a newspaper advertisement.
2. To design an effective newspaper advertising layout to be used in connection with promoting the senior class play.

C. Nature and Scope:

The project will give an opportunity for the student to design an advertising layout promoting the senior class play using correct principles for a newspaper advertising layout. It should take approximately two weeks time.

D. Materials, Equipment, and Facilities:

1. Class notes
2. Textbooks
3. Distributive Education library
4. Resource files
5. Theater section of the local newspaper and the Sunday edition of the New York Times
6. Observe local theater billboards and posters
7. Layout paper
8. Pencils
9. Erasers
10. Rulers
11. Ink
12. Advertising agency or department of local newspaper or business

E. Pre-project Preparation:

1. The student will review class notes and textbook material pertaining to advertising layout.
2. The student will get pertinent data concerning the senior class play to be used in the advertising layout.

3. The student should have been taught the basic principles of lettering, advertising layout, and the use of advertising supplies and materials.

F. Step by Step Description:
1. The student will study movie and play advertisements in the theater section of the local paper and The New York Times, and the billboards and posters in local theaters to acquaint himself with this type of advertising.
2. The student will prepare at least three rough drafts of advertising layouts for this play following the guidelines for correct layout.
3. The student, with the guidance of the teacher-coordinator, will select the advertising layout he is most satisfied with to use as a basis for the final copy.
4. The student will actually prepare the layout according to the newspaper specifications.
5. The student will give the finished copy to the publicity release committee, and submit the rough draft to be kept in the files.

G. Evaluation:
1. This advertisement will be submitted to a predetermined advertising person, within a local newspaper or business, for evaluation.
2. The teacher and students will evaluate the finished layout using DECA advertising layout contest rating sheet.

INDIVIDUAL PROJECT

A. Descriptive Title:

Determining the facts for promoting the senior class play.

B. Objective or Purpose:

1. To enable the individual student to learn what pertinent information is required which, in turn, will adequately inform other committee members.
2. To have the student understand basic procedures that are used in acquiring and transmitting basic information.

C. Nature and Scope:

1. This project is designed to acquaint the student with the varieties of facts and information needed before sales promotion can begin.
2. Student should secure permission to speak to the speech teacher to learn the necessary facts regarding the senior class play.
3. The facts relate to information needed for sales promotion, namely:
    a. Nature of play
    b. Cast
    c. Times
    d. Dates
    e. Admission prices
    f. Number of performances
4. After consultation with the coordinator, and subsequent administration approval, student will arrange this basic information in an orderly fashion and have it duplicated.
5. Student will then submit copies to other committee members, administration, and speech teacher.
6. Oral and written communications, and procedural activities must be identified by the coordinator to the student within this activity.
7. Time for activity is suggested to be 4-7 class periods.
8. The marketing and social skill competencies are stressed at the fundamental task and basic job activity levels.

D. Materials, Equipment, and Facilities:
1. Typewriter
2. Stencil
3. Duplicating machine
4. Theater poster (It is assumed that if the above are not available in the D. E. room, arrangements are to be made with the Business Education Department.)

E. Pre-project Preparation:
1. Film strip "Committee work in Action" to be shown to the student (Source: Huntsville, Texas).
2. Review "Making Courtesy Work for You" (Source: University of Texas, Austin, Texas).
3. Read typical advertising posters, such as those that movie theaters, art groups, and other theater groups display.
4. Review unit previously presented in class on sales promotion.
5. Obtain a theater group poster.

F. Step by Step Description:
1. Have the student give verbal description as to how he sees his responsibility to his committee; his committee's responsibility to other committees; the importance of the role that the student plays in gathering basic information for sales promotion; the value of sales promotion.
2. Have the student summarize in writing the above description for coordinator approval.
3. Have the student display to the class a typical theater group poster, and point out the significant points as to date, time, cost, admission, cost of performance, and cast.
4. The student will ask the class to repeat the significant points (orally or in writing).
5. The student will arrange an appointment with the speech teacher.
6. The student will meet with the speech teacher and gather the basic information as stated in "Nature and Scope."
7. The student will then discuss his findings with the coordinator and reduce them to a concise, legible form to be approved by the coordinator.
8. The coordinator will review what the student has done, why permission was asked of the speech teacher, and ask the student why posters must be approved by the

administration before they are put up. A discussion on this point should ensue, with the end result for solicitation (if needed) of the student's confirmation. The coordinator should review why "courtesy pays."

9. The student will then ask to see the principal (stating the purpose of his visit) and review the time, etc., with him and secure permission to display the posters. (Permission to have the play and the date were previously granted by the administration.) Student will also advise the principal of his (student's) role in the sales promotion campaign for the play, and confirm that he (student) recognizes that posters to be displayed in the school must be approved by the administration and confirm that this will be done.
10. The student should then review his conversation (and reactions) with the principal to the coordinator. (The coordinator will then see the principal while their impressions are "fresh" in their minds, and evaluate.)
11. The student will then secure permission from the business education teacher, with the coordinator's help and guidance at the appropriate time, to have one of the students in Business Education duplicate the description as discussed in #2.
12. The student will distribute to committee members, speech teacher, and administration the description of pertinent facts, and ask if the description is clear and factual.
13. The coordinator will discuss the value of the Business Education students and solicit his appraisal of their value to business.
14. The coordinator will help the student see the interplay of the committees, with other departments, and relate these examples to business and its economic implications.

G. Evaluation:
1. The student will discuss his resume of action and reaction with the coordinator.
2. The coordinator will evaluate:
    a. The pertinent or basic information as it appeared on the display posters.
    b. The completeness of verbal and written reports.
    c. The performance of the student in terms of his ability to accept greater responsibility and authority in the next committee action.

INDIVIDUAL PROJECT

A. Descriptive Title:

Developing a job description: Store manager*.

B. Objective or Purpose:

To develop a job description and profile of a store manager (specifically, supermarket manager, variety, department store manager, or specialty store manager).

C. Nature and Scope:

1. This project is designed to give opportunity for student to develop a job profile for a store manager by:
   a. Reference to Dictionary of Occupational Titles
   b. Interviewing local store managers
   c. Corresponding with career information sources
2. The project will take approximately two weeks to complete.

D. Materials, Equipment, and Facilities:

1. "Guidelines for Conducting Surveys" (previously developed by teacher)
2. Business English textbook
3. Dictionary of Occupational Titles

E. Pre-project Preparation:

1. Review techniques of interviewing, techniques of conducting interviews.
2. Review business letter writing.
3. Explain utilization of "Dictionary of Occupational Titles."

---

*This is a follow-up project to:

1. A full class project of designing a map of the business community indicating types of businesses as retail, wholesale, or service.
2. A small group project (class divided into three groups) (retail, wholesale, service) in which each group conducted surveys and panel discussions, assisted by advisory board members on their respective topics.

F. Step by Step Description:

1. Student studies Dictionary of Occupational Titles and writes job description of a store manager.
2. Student reviews class-developed map of business community.
3. Student reviews techniques of interviewing.
4. Student reviews techniques of conducting surveys.
5. Assist student in selection of 4 supermarket managers, 4 variety or department store managers, and 4 specialty store managers.
6. Student conducts interviews with these 12 managers.
7. Student, assisted by teacher, from interview-gathered data prepares a profile of a store manager.
8. From job description from DOT and from interview data, student prepares composite job description.
9. Student consults with the guidance counselor, teacher-coordinator for career information sources to which to write for further information.
10. Teacher assists student to review form of business letter utilizing a Business English textbook.
11. Student types letters to career information sources, using own return address.
12. Student brings to class replies he receives from correspondence, and reports progress to class.
13. Teacher assists a student in developing job description which is a composite of DOT description, interview data and correspondence data.

G. Evaluation:

1. Student presents completed job description to local manager of State Employment Agency for evaluation, and reports to class results of the evaluation.
2. Teacher bases his evaluation on the evaluation rendered by State Employment Manager.

INDIVIDUAL PROJECT

A. Descriptive Title:

Developing a plan for promoting DECA during national DECA week.

B. Objective or Purpose:

1. To help the student understand the varied basic job activities in sales promotion.
2. To develop the student's awareness of community resources available in public service advertising.
3. To help determine a budget for planned activities.

C. Nature and Scope:

1. Student will plan a promotional campaign of National DECA Week in the business community using the National DECA promotional materials and others for local consumption.
2. This project is planned as an individual student project to organize a plan for introducing DECA during National DECA Week.
3. It is designed to give a student an opportunity to discover the many kinds and types of assistance available in a local community for public service advertising.
4. The project will entail considerable knowledge of the community and of its power structure.
5. The project will require cooperation of the various agencies, both public and private, interested in its youth.
6. The student should cooperate with DECA Club Officers or a sub-committee in planning and supplementing the total plan.
7. The project should be scheduled a minimum of eight (8) weeks prior to the DECA Week dates.

D. Materials, Equipment, and Facilities:

1. DECA promotional materials from National DECA headquarters.
2. Community map showing businesses in which DECA members are working.
3. Textbook and resource materials on sales promotion and advertising.

4. A proposal budget of $100 from the local DECA club treasury fund if the promotional campaign is accepted.
5. Audio-visual materials from teacher-coordinator's resource files for setting up displays in various co-operating stores.
6. Art supplies for poster making.
7. Local newspaper advertising departments and store advertising departments--resource people.

E. Pre-project Preparation:
   1. Student will have received instruction in advertising and display.
   2. The business community, school officials, and public advertising agencies have been informed of the student's proposed project by the coordinator.
   3. Interviews will be arranged for the student to meet outdoor advertisers, newspaper advertisers, principal or other official of the school, individual owners of businesses, Chamber of Commerce, and the mayor of the community.

F. Step by Step Description:
   1. Student should plan his promotion from the standpoint of what can be done to promote DECA in the community and have it (the plan) approved by the DECA officers.
   2. Student should meet with public agencies and school officials to solicite their assistance in implementing the project.
   3. Student should meet with local newspaper advertising representatives to get suggestions and guidance.
   4. The student should prepare a Mayor's Proclamation on DECA.
   5. Student should determine costs so that he can determine if proposed budget is sufficient.
   6. Student should arrange adequate publicity, photos and news releases to press relating to promotion of National DECA Week.

G. Evaluation:

The student will be evaluated on the completeness of his plans for the DECA Week promotion by class and a teacher-student conference evaluating his work.

INDIVIDUAL PROJECT

A. Descriptive Title:

Drug store advertising in the local shopping center.

B. Objective or Purpose:

To develop student's knowledge of the types and kinds of advertising being done by a drug store in a shopping center in his community.

C. Nature and Scope:

1. The project is arrived at helping the student gain a knowledge of the volume and purpose of drug store advertising in his community.
2. The scrapbook assignment should be used for student analysis and critique of the stores advertising activities.
3. This project should be run in conjunction with others for it should be scheduled over long enough period to allow for a number of advertisements to appear in a minimum of five months time more preferably.

D. Materials, Equipment, and Facilities:

1. Newspapers
2. Magazines (if national advertising is involved)
3. Trade magazines
4. Tape recorder (if radio or TV advertising is involved)
5. Scrapbook
6. Paper
7. Pen
8. Paste or glue
9. Scissors
10. Thumb tacks

E. Pre-project Preparation:

1. Student in control class discussions will have developed an understanding of the purposes, values, and vocabulary of advertising, and will do related readings directed toward his field of interest-the drugstore.
2. Personnel in the drugstore business, the journalism teacher, and qualified second-year D. E. Coop students will be contacted to arrange for the student to confer with these people.

3. A list of trade magazines and other related materials will be provided by the coordinator.

F. Step by Step Description:

1. Student will develop a written list of objectives for the scrapbook.
2. Student will begin collection of drugstore ads for scrapbook.
3. The student will arrange for interview with drugstore managers to discuss advertising plans.
4. Student will arrange for interview with local newspaper space sales representatives to discuss drugstore accounts potentials for advertising.
5. Student will prepare report of this interview and put in scrapbook.

G. Evaluation:

1. Coordinator will evaluate written reports and discuss findings with student.
2. Student will prepare display of scrapbook collection and interview reports.
3. Student will give five minute report to entire class on his display and knowledge gained with five questions to be directed to class to determine whether or not the class understands the report.

INDIVIDUAL PROJECT

A. Descriptive Title:

Interior Display: One brand of cosmetics display within a cosmetic department.

B. Objective or Purpose:

1. To give the student an understanding of interior display.
2. To study the presentation of merchandise in a cosmetics department in a retail store.
3. To develop an understanding of the interior display of one brand name cosmetic within a cosmetic department.
4. To make a display of a brand cosmetic in a cosmetic department.

C. Nature and Scope:

A study of interior display with special emphasis on individual brand cosmetics displays within a cosmetic department.

D. Materials, Equipment, and Facilities:

1. Books
2. Magazines (Display World)
3. Pamphlets (National Cash Register)
4. Small Business aids
5. Poster board
6. Construction paper
7. Tissue paper (colored)
8. Black mat finish spray paint
9. Styrofoam
10. Scissors
11. Sobo glue
12. India ink
13. Lettering pens
14. Lettering brushes
15. Clean rags
16. Water colors
17. Revlon cosmetics (or any other brand name)
18. Resource people: buyers from cosmetic department of retail department store.

E. Pre-project Preparation:
  1. Reading and study:
     a. Fundamentals of interior display
     b. Types of interior display
     c. The importance and use of color
     d. Use of signs
     e. Use of light
     f. Placement of displays within a department
  2. Teacher and student discuss the changing nature of selling and the importance of interior display.
  3. Teacher assigns individual reading.

F. Step by Step Description:
  1. Clip and paste into a notebook, pictures of interior displays as examples of the above reading and study units with descriptive information for each.
  2. Study fixture catalogs.
     In the notebook, clip, paste and describe those fixtures that can be applied in a cosmetic department display.
  3. Set the notebook in an orderly and sequential manner.
  4. Student collects reading materials and supplies.
  5. The student develops a checklist for use in evaluating a brand cosmetic display in the cosmetic department of a retail store.
  6. Student evaluates the checklist with cooperating cosmetic buyer from local department store.
  7. Student from readings, conferences, and observations sets up a cosmetic brand name display in the laboratory.

G. Evaluation:
  1. The display manager of the department store will come to laboratory to evaluate the display.
  2. Teacher evaluates display and notebook results.
  3. Teacher tests the student after each reading assignment-oral or written.

INDIVIDUAL PROJECT

A. Descriptive Title:

Knowing your customers in the toy department.

B. Objective or Purpose:

1. Learn how to sell child-development toys.
2. To understand importance of knowing benefits of scientifically designed toys for child-development.

C. Nature and Scope:

1. This short project is designed to familiarize the student whose career objective is variety store selling, with the educational and physical development benefits of toys in the market today.
2. The project will help the student gain a knowledge of the age groupings of children's toys and develop his background for future sales work in the field.

D. Materials, Equipment, and Facilities:

1. Textbook, Store Salesmanship
2. "Chain Store Age" magazines
3. Pencil
4. Paper
5. Scissors
6. Toy catalog from Creative Playthings, Inc., Princeton, New Jersey
7. Notebook
8. Paste

E. Pre-project Preparation:

1. The student must be made aware that in the top 36 departments in 14 leading variety store "toys and games" ranked #1 in the 1966 dollar volume.
2. The student should know something of:
    a. variety store lay-outs.
    b. how the toy department fits in the total store plan-both of which can be accomplished by selected readings and survey of local stores. The student is now ready to learn something of customers who are buying toys and why they buy certain toys.

F. Step by Step Description:

1. Ask the student to develop a questionnaire relating to questions parents might ask about toys by age groups.
2. Assign specific readings in textbook, magazines, and toy catalogs asking student to answer questionnaire as he finds the answer.
3. When questionnaire is completed, the student will use the catalog of toys, to clip pictures of toys, classify according to age of child for whom the toy is intended and paste in notebook.
4. Student reports his findings of toys versus age-relationship of children to class.

G. Evaluation:

1. Teacher-coordinator:
   The student should reveal what and to what degree he has learned about the customer who buys toys in this project.
2. Student:
   a. The notebook project would be practical application of what the student has learned.
   b. The notebook could be evaluated in conference with the teacher-coordinator.
   c. The students presentation to class should be evaluated by critique by total class.

INDIVIDUAL PROJECT

A. Descriptive Title:
Learning how to use selling terms.

B. Objective or Purpose:
To help the student develop the ability of using descriptive terms when selling merchandise.

C. Nature and Scope:

1. This project is designed to make the student aware of the descriptive terms, facts, customer benefits, values, etc., on specific kinds of merchandise.
2. The purpose of this short project is to make the student develop "on his own," a list of terms that can be used in describing various kinds of merchandise; where to get the merchandise facts; how to integrate use of them in selling the product.
3. The project will take approximately one week if merchandise is available in D. E. classroom-laboratory; 2-3 weeks if merchandise can only be found in local stores.

D. Materials, Equipment, and Facilities:

1. Ten items of merchandise with different uses and physical characteristics
2. Community map of business firms in area
3. Sample advertisements
4. Labels
5. Display materials

E. Pre-project Preparation:

1. Instruction on using labels, advertisements and displays as sources of selling terms.
2. Pre-project preparation should include coverage of sections on merchandise information.

F. Step by Step Description:

1. Identify 5 specific stores on the community map to be used for observation purposes.
2. Have student compile a list of items of various types of merchandise of interest to him for which the student can obtain a number of descriptive terms on each.

3. Student will visit the 5 stores to observe displays and labels and will also collect ads from these stores to compile list. The source of the descriptive term should be indicated beside the term to insure the student uses ads, displays, and labels.
4. Samples of ads, labels and display materials with descriptive terms underlined should be included with the compiled list if possible.
5. Student reports to class what he learned about descriptive term and how they may be used in selling.

G. Evaluation:
   1. Teacher evaluation should be based strictly upon student interests and thoroughness of list of descriptive terms.
   2. Students should evaluate their own performance in the project by learning other students role play part of "customer" and ask questions about the merchandise.

INDIVIDUAL PROJECT

A. Descriptive Title:

Let's take a look at: Guarantees and warranties.

B. Objective or Purpose:

1. To provide an understanding of the legal aspects of guarantees and warranties.
2. To develop the ability to interpret from the printed portions of guarantees and warranties the specific parts, characteristics, conditions, and performance standards which are applicable to the products.
3. To provide an understanding of the differences between expressed guarantees and warranties (whether in printed form or stated orally by the sales person) and implied guarantees and warranties (unstated assurances that is usually accepted as being characteristic of every contract to sell).

C. Nature and Scope:

1. This project will involve researching items which might be sold in a home appliance department and carry written or sold under implied guarantees or warranties.
2. Career objectives applicable might be a salesman of home appliances, department manager or buyer.
3. A sales person should use all truthful and legal means to sell his products but first he must become aware of the actual facts and conditions concerning these products.
4. Major items such as household appliances, lawn mowers, electrical tools, etc., usually carry promises, representations, or assurances that defects or failures in performance as stated by the guarantees or warranties will entitle the purchaser to certain recourses.
5. A guarantee or warranty is a retailer's or manufacturer's statement (usually in printed form) of responsibility for a product that fails to perform properly, as stated, for a specified period of time.
6. A sales person should be able to interpret accurately the information contained in a guarantee or warranty.
7. To secure an understanding of the necessity for securing the proper information, it is often necessary to conduct studies of the guarantees and warranties which have been placed on products.

D. Materials, Equipment, and Facilities:
  1. A checklist to be used in evaluating guarantees and warranties (teacher-student developed).
  2. Available stores within the community which stock appliances (Mail order catalogs could be substituted but would not be as effective).
  3. There should be available five or more appliances with different brand names but yet similar in price range, quality, and performance standards.
  4. If available, copies of guarantees and warranties should be collected.

E. Pre-project Preparation:
  1. There is certain knowledge a sales person should secure about a guarantee or warranty.
  2. To fully use the value of guarantee and warranty when selling, each sales person should know:
    a. What product or part is guaranteed.
    b. What characteristics, conditions, performance standards, etc., are included in the guarantee or warranty.
    c. What period of time the guarantee or warranty covers.
    d. What the buyer's responsibilities are and what he must do to benefit from the guarantee or warranty.
    e. How the guarantor will make good and what will be done.
    f. The reputation of the guarantor.
    g. A sales person must also be familiar with implied guarantees and warranties that apply to sellers of merchandise.
  3. To secure an understanding of guarantees and warranties, readings should be made of the following:
    a. Fundamentals of Selling, pp. 466-467.
    b. Salesmanship Fundamentals, pp. 413-414.
    c. Store Salesmanship, pp. 80-81.
    d. Other available materials on subject from Better Business Bureau.

F. Step by Step Description:
  1. Suggested time for completion of project-one week.
  2. Selection of five or more major items from the same price range but different brand names (at least

different models). For example: Five washing machines each with a different brand name such as Maytag, Westinghouse, General Electric, etc., and within a price range of $180 to $200. (It might be feasible if time permitted to include similar items from a different price range. A comparison could then be made to determine if the same performance standards, parts, etc., were guaranteed in lower priced items.)

3. Development of a checklist of the information to be obtained.
4. Checklist should allow for collection of information which would permit comparison of:
    a. Whether the total item is guaranteed or what specific parts are guaranteed
    b. What period of time is involved
    c. What the buyer's responsibilities are
    d. What the guarantor will do if the item failed to perform as guaranteed
    e. Whether the buyer would have to pay for replacement parts and labor for necessary repairs
    f. Whether repairs or replacement would be handled by seller or by manufacturer, etc.
5. Visits to stores to research items. (Research should be conducted by studying printed guarantees or warranties for items and by questioning sales persons.)
6. Determination of conclusions arrived at. Variants in degrees of coverage should be outlined.
7. Transfer of information obtained to checklists.
8. Preparation of written report to be submitted to teacher.
9. Short oral report to be submitted to class.

G. Evaluation:

1. Teacher to evaluate results of conclusions arrived at in written report and as presented in oral report to class.
2. Teacher should also discuss results with student and should also question students on other aspects of selling that he should have acquired as a result of his research.
3. Evaluation should be made in light of the understandings the student acquired of guarantees and warranties as well as other aspects of selling.

4. Evaluation should be rated on marketing competencies (facts and information, processes and terminology, etc.), as used in sales promotion, product knowledge, and standardization, etc. , technological competencies (product information, application, innovation, etc.), and basic skill competencies (oral and written communications, etc.) acquired by student.

INDIVIDUAL PROJECT

A. Descriptive Title:

Opportunities in the motel business-A distributive service business.

B. Objective or Purpose:

1. To assist the student in understanding what is included in motel operations.
2. To aid the student in determining the qualifications required in motel operation.
3. To help students identify motels within the local community.

C. Nature and Scope:

1. The project is designed for the student who has expressed an interest in operating a motel which requires much specialization.
2. The student will be requested to contact the Motel Association for materials and additional information concerning the general requirements for entry in the field.

D. Materials, Equipment, and Facilities:

1. Motel Associations
2. Public library
3. D. E. Advisory Board
4. Chamber of Commerce
5. Pamphlets
6. Brochures
7. Telephone directory

E. Pre-project Preparation:

1. The coordinator must make the student aware of the broad nature of motel operation by counseling with student to see if this is his career objectives.
2. The Motel Association would be available to provide State and National addresses for additional information.
3. After gathering and studying this material, the student with the coordinator's assistance, would make appointments with various motel managers to obtain ideas concerning the general requirements and qualification.

4. The student will secure the necessary data for studying the future in motel operation.
5. The student will work with other key people in securing or obtaining this data, such as the English teacher in writing letters, etc.
6. The accumulation of materials will be done before any of the interviews take place.
7. A review and study of the telephone directory for local motel places would also be studied.
8. The coordinator must be sure the student is familiar with the motel operation before he goes beyond this step.
9. This should require about five days.

F. Step by Step Description:
   1. Student locates material from local, state, and national associations.
   2. Student studies the data.
   3. Student prepares questions for motel manager interviews, such as: What are the qualifications? What are the duties of a motel manager?
   4. Make the appointments with motel manager.
   5. Conduct the interviews.
   6. Students compile each interview in a written form and makes copies to the coordinator and respective manager interviewed.

G. Evaluation:
   1. Have student compare his own personal qualifications with those requested by the interviews with the motel managers.
   2. The comparison of the personal qualifications would be done in a coordinator-student counseling interview.
   3. Permit the student to make a ten minute oral talk to the entire class relative to the "Opportunities in Motel Business."
   4. A question and answer session would follow this presentation.

INDIVIDUAL PROJECT

A. Descriptive Title:

Preparing an advertising poster for promoting senior class play.

B. Objective and Purpose:

1. To assist the student experiences in designing and making hand-made posters.
2. To organize promotional material to be used in writing hand-made posters.

C. Nature and Scope:

1. The project gives the student the opportunity to make hand-made posters for promoting the senior class play.
2. The student will design three posters, the best one of which will be used in advertising the senior class play in the school or community.
3. The project should be scheduled for a two week period.

D. Materials, Equipment, and Facilities:

1. Class notes
2. Books of references as: Guide for making hand-made posters
3. Newspapers
4. Distributive Education library
5. Class texts
6. Radio
7. Television
8. List of art supply

E. Pre-project Preparation:

1. The student will be expected to read information about posters, get from the newspaper advertisements suggestions for lay-outs which might be used in preparing a good promotional poster.
2. Read from the suggested reference materials listed:
    - a. Retail in Merchandise, pp. 215-225.
    - b. Sales Promotion, pp. 312-328.
    - c. Marketing and Advertising, pp. 110-119.

3. The newspapers are excellent resources to get lay-out information and hints about posters.
4. The students will also contact with experienced teacher in this matter. This will help the student to have clear idea which content to be included and to be familiar and how to design a hand-made poster.
5. To collect ideas, prepare copy and lay-out and make the posters will require at least 2 weeks.

F. Step by Step Description:

1. Obtain basic information about play.
2. Determine what kind of poster to be made.
3. Determine the size of the poster.
4. Prepare exact copy needed.
5. Make different kind of poster using different lay-outs.
6. Give necessary information briefly and concisely.
7. Submit three posters for judging.

G. Evaluation:

1. Have a promoting agent come and evaluate the hand-made posters.
2. Have the whole class evaluate the posters and give suggestions for improving or select the best ones for use in the promotion.
3. Teacher evaluation:
    a. Question and answer period so as to evaluate how the objectives were achieved.
    b. To see if the student acquired basic knowledge concerning lay-out, copywriting and promotional techniques.

INDIVIDUAL PROJECT

A. Descriptive Title:

Preparing radio and television spot announcements for the senior class play.

B. Objective or Purpose:

1. To give the student experience in organizing and writing data for news releases.
2. To collect, organize, and write radio and television news releases appropriate for promoting the senior class play.

C. Nature and Scope:

The project is an outgrowth of a unit on sales promotion. The student will obtain basic information about the senior play and write spot news releases for radio and television.

D. Materials, Equipment, and Facilities:

The student will need:

1. Basic information about the play.
2. Guide for writing news releases (can be obtained from the radio and television stations).
3. Typewriter and paper.

E. Pre-project Preparation:

1. The student will be expected to read from suggested reference materials, such as:
    a. Radio and Television News Release Guides
    b. DECA Publicity Guide
    c. Retail Merchandising, pp. 395-400.
    d. Fundamentals of Selling, pp. 396-403.
    e. Business Principles and Management, pp. 329-349.
2. Review class notes.
3. The student will be expected to contact the Director of a radio and/or television station, if one is available. (Alternative: contact local newspaper editor.)
4. The student will contact the speech teacher and will review class notes on sales promotion, specifically the unit on "Preparing the Media." This will be done prior to writing the final news release. This will help the student become more familiar with terminology.

5. Securing, compiling, and writing this information will require approximately five days.

F. Step by Step Description:
1. Obtain basic information about play.
2. Determine how many releases are to be written.
3. Determine the length of releases.
4. Write releases keeping in mind the following format and mechanics:
    a. The five points of a good news release (who, what, when, where, why, and sometimes how).
    b. Use short words, write short sentences and short paragraphs.
    c. Always give exact dates, time, place, etc.
    d. Leave ample margin (1-1 1/2 inches) on each side of paper.
    e. Upper left hand corner of first page, type the name of person contacted, address, and telephone number.
    f. Type release date in upper right hand corner.
    g. Be sure to keep a copy of each release.
    h. Turn final release over to publication committee.

G. Evaluation:
1. Have a radio and television script writer come in and evaluate the releases as to their effectiveness.
2. Have students evaluate the releases as compared by the suggested format in the unit of study.
3. Teacher evaluation:
    a. Question and answer period related to how well the objective was achieved.
    b. Test to see if students have acquired a basic knowledge in compiling, organizing, and writing news releases.

4

INDIVIDUAL PROJECT

A. Descriptive Title:
   Promoting table settings for the bride-to-be.

B. Objective or Purpose:
   1. Student career objective: Retail Department Store: Gift Department, Bridal Consultant.
   2. The objective of this project is to teach the student how to integrate her basic merchandise information with appliable visual merchandising techniques to assist a bride-to-be in selecting and coordinating different sets of chinaware, glassware, and silverware for various occasions in her own home.
   3. To develop the students understanding of coordinating sales promotion materials and aids to tell a story to her prospective customers.
   4. To allow student the opportunity to do her own layout and copy writing for 3 different posters to tell her story.

C. Nature and Scope:
   1. This project is designed to give the student an opportunity to plan, organize, and prepare a sales demonstration for chinaware, glassware, and silverware for a Gift Department serving young brides-to-be.
   2. The student will develop a well-coordinated promotional plan centered around three settings:
      a. A formal dinner
      b. An informal luncheon
      c. An outdoor barbecue
   3. The student will be required to collect and evaluate manufacturer's point of purchase advertising materials on the three wares and layout 3 posters depicting the three settings.
   4. The project will require approximately 4 weeks to conduct all the activities.

D. Materials, Equipment, and Facilities:
   1. Magazines:
      a. Home and Garden
      b. Bride's Magazine
      c. Ladies Home Journal
      d. Other magazines of the above type

2. Gift department buyer or greeting shop manager resource person
3. Local retail department store or gift shop
4. Pamphlets from manufacturers of chinaware, glassware, and silverware
5. Poster paper
6. Bridal decorations for embellishing the posters (lily of the valley, wedding bells)
7. Scissors
8. Glue or mucilage
9. Stapler and staples
10. Paints or colored pencils

E. Pre-project Preparation:
   1. The student will review the units on chinaware, glassware and silverware.
   2. Student will write letters to manufacturers for information and illustrations of chinaware, glassware, and silverware products.
   3. The student will collect back issues of magazines from which she will cut out pictures of china, glass, and flatware that she might use to complete the 3 above mentioned settings; keeping in mind coordination of type, pattern, color, and style to be used for the particular function.

F. Step by Step Description:
   1. Student will visit gift stores or gift departments and note table settings.
   2. Teacher will arrange with a gift department buyer or gift store merchant to allow the student to come to the store and make up some pre-determined place settings at the store.
   3. Student will go through the magazines and will make selections of china, glass, and flatware that she might use to make correct coordinated place settings for the 3 functions.
   4. The pictures will be cut out and placed in file folder.
   5. Student will make up 3 posters of the three different functions using the cut out illustrations she has already compiled which will make up a well coordinated and correct setting to give the desired "total look."

6. These posters will be placed on classroom poster and student will report to class why she made the selections and what was required to prepare project.

G. Evaluation:

1. By an appointment, initiated by the teacher, the student after completing her projects to the local gift shop to set up table settings--choice of merchandise will be made by student in the stock room of the store.
2. The buyer of the store will evaluate the settings:
   a. Has the combination been properly selected?
   b. Has the setting been properly coordinated?
   c. Has the bride-to-be been properly guided in making her selection?
3. The student will evaluate her own activities in the project and discuss with the teacher-coordinator.
4. The teacher will evaluate the total project on basis of what the student accomplished; what the student learned in relation to her career objectives and how well she demonstrated creativity in promotional activities for the project.

INDIVIDUAL PROJECT

A. Descriptive Title:

Stock brokering as a kind of distributive service business

Stock broker - career objective.

B. Objective or Purpose:

1. To allow student to identify and classify stock exchange branches and operations.
2. To allow student to identify stock exchange branches in the community.
3. To help student understand the relation stock investing has to be national economy.

C. Nature and Scope:

1. This individual project is directly related to the class project and group projects on classification of distributive businesses in the community (specifically service businesses).
2. Expose the student to stock brokerage as a career.
3. The stock market was explained to students in class in relation to our over-all economy and its importance to a free enterprise system where an individual can have a share in a business or in the economy and can share in its profits (or losses) and may vote for control of management.
4. The student will use the phone directory to locate all stock exchange branches within the community to ascertain kinds of investing services available and related career opportunities in that operation.

D. Materials, Equipment, and Facilities:

1. Interviewing of various account executives and stock-clerks (actually in the field or at the exchange branch).
2. Transportation.
3. Phone directory.
4. Pad.
5. Pen.
6. Typing paper and typewriter (if not part of normal classroom equipment).
7. Additional reference material supplied by New York Stock Exchange.

E. Pre-project Preparation:

1. Student will contact and visit, if possible, New York and/or American Stock Exchange (New York area) or local stock exchange branches may be substituted where they have direct Western Union hook-up to "big board" in New York.
2. Obtain available consumer information from public relations department containing stock exchange rules and regulations, terminology, etc., from New York Stock Exchange Information Bureau, New York City, American StockExchange, NYC and from the Security Exchange Commission.
3. Read career opportunity booklets available from leading Brokerage houses including:
    - a. Bache and Company
    - b. Goodbody and Company
    - c. Al Stamm
4. Time is approximately 1-2 weeks

F. Step by Step Description:

1. Student will compile directory of stock exchange brokerages and services rendered in that community (i. e., investment funds).
2. For all stock personnel interviewed, the following points are to be attained:
    - a. Member in which exchanges:
        - 1) New York
        - 2) American
        - 3) Over-the-Counter
        - 4) Investment funds
    - b. Services available (i. e., advisory letters)
    - c. Career opportunities available (include educational and training requirements)
3. Select three or more stock exchange branches and set up interviews.
4. Interview persons involved in two or more stock related professions.
5. Compile and edit information gained from interviews and research.
6. Write and duplicate a report of information attained; and pass out to class supplemented by oral class review.
7. Total time would be approximately two weeks.

G. Evaluation:

A stock exchange broker in your community (on D. E. Advisory Board or Chamber member) will evaluate written report and cooperate with coordinator on grade evaluation.

INDIVIDUAL PROJECT

A. Descriptive Title:
A study of effective advertising of fishing rods and reels.

B. Objective or Purpose:
1. To ascertain the results that advertising might have on a specified item of sporting goods.
2. To present these results and method of obtaining them to the class.

C. Nature and Scope:
1. The student will conduct a study in order that he may find the effects that an ad which was run on a fishing rod and reel and the implications for future advertising of these items.
2. This project should be scheduled for completion in two weeks time.

D. Materials, Equipment, and Facilities:
1. Copies of previous advertising run involving item to be studied
2. A contact with advertising personnel in area to get their thinking and suggestions on the study
3. Paper
4. Pen
5. Tagboard
6. Felt pen
7. Paste
8. Thumb tacks
9. Textbook resources
10. Clipboard
11. Fishing rod
12. Reel

E. Pre-project Preparation:
1. The student, with the direction of the teacher will consult and study from prescribed text the effects that advertising should have on a specific item of merchandise, the media best used and he will also consult an area professional advertising personnel person to gain more information.

2. The student will also work out with the coordinator a plan of action, with appropriate time limit necessary to complete the project.
3. Included in the plan of action will be a means of presenting the results of the study made to the class.

F. Step by Step Description:

1. Student will thoroughly familiarize himself with the fishing rod and reel so he will be able to converse on customer benefits.
2. Review other previous ads on fishing equipment to see how they treated this item.
3. Establish when ad on rod and reel should run.
4. One week prior to running of ad, student will check current sales of rods and reels at local sporting goods store which is doing the advertising and note this data for future comparative use.
5. Will start preparation of step by step charts so that he will be able to give oral presentation to class.
6. Will check on sales of rods and reels after ad has been run in local newspaper for three days and note this data and apply to his charts for presentation.
7. Will do paste-up on his charts of ad that appeared in newspaper so that other students may view it.
8. Will check with coordinator to make sure all information has been obtained, charts are completed, and plans for oral presentations are completed.
9. Will make 15 minute presentation to class on his project, using charts as visual aids and actual fishing equipment advertised so that he may factually relate the listed merits of the equipment.

G. Evaluation:

1. Actual effects of advertising done by results indicated in an upswing in sales of rods and reels.
2. Teacher would evaluate on the basis of the student's thoroughness, in the presentation of his project.
3. Critique by class to determine knowledge gained from presentation by student.
4. Evaluation time - one class period.

INDIVIDUAL PROJECT

A. Descriptive Title:

A study of the general information involved in wholesale sales of Fenton Artware.*

B. Objective or Purpose:

1. To study the competencies necessary for a career as a wholesale salesman of Fenton Artware.
2. To give the student an opportunity to develop a wholesale sales plan for Fenton Artware.
3. To prepare and record procedures to be used in the wholesale sales plan through conferences concerning needs and interests of customers, sales force and Company Executives.
4. To introduce the prospective Fenton Artware wholesale salesman to Fenton Artware wholesale terminology.
5. To learn the line of Fenton Artware merchandise available for sale and/or information on "make-up"** of special orders according to orders of Fenton Artware purchasers.

C. Nature and Scope:

1. The project is designed for the student in the eleventh year in a comprehensive high school and who has had experience in project work.
2. The student should have participated in Lessons for Self-Instruction, in basic skills needed for sales computations, from the third through the tenth grades.
3. The student should have recently participated in large group and small group project development.
4. The student should want to do a "Project" concerned with wholesale of Fenton Artware.
5. The project should be completed in approximately 4-5 weeks.

---

* This project can be adapted to fit any commodity line that is available in your local community.

** "Make-up" contemplated special orders made to special specifications.

D. Materials, Equipment, and Facilities:

1. The project is conducted through participation in other related project development programs.
   a. Oral reports
   b. Visitations to merchandise markets
   c. Written data sheets
   d. Graphs
   e. Conferences with Fenton Artware officials
   f. Company brochures
   g. Community resource people
   h. Retail outlets
   i. Plant visitations to Fenton Artware Company
   j. Statement of permissive plans for development of new products
   k. Other experiences including television pictures for advertising
   l. Tape for radio
   m. Magazines
   n. Newspapers
   o. Booklets
2. Trade marks and trade mark cuts and lithographed pictures for "cold process" tape used in newspaper advertising. (The trade mark is the picture of the little craftsman on his craftsman's bench who molds and blows his Artware.)

E. Pre-project Preparation:

1. The student learned the techniques of good selling in related class instruction.
2. The student learned through a study of management activities, some of the operational activities of Fenton Artware.
3. The student had had many other field experiences in wholesale sales field.
4. The student learned basic job activities in selling Fenton Artware and mastered the specific Fenton Artware selling techniques.
5. The student has gained knowledge of the fundamental task activities desirable to sell Fenton Artware.
6. The student learned about processes and terminology new facts and information, sales promotion activities desirable to sell Fenton Artware.
7. The student learned the standardization and grading procedures financing activities, and sources of new market information for Fenton Artware.

F. Step by Step Description:

1. The conference dates to be arranged through the period of the project.
2. Information about previous learnings discussed and evaluated for rise in the project.
3. The forms and procedures are prepared and the plans developed by the teacher and student for summarizing information gained from conferences, field trips, etc.
4. The steps in selling are developed for wholesale sales presentations.
5. The student learned what the wholesale plan included, this could be a single artware, by the piece, or in large quantities of artware.
6. The brochures and/or other data to learn Fenton terminology are used to develop sales demonstrations and presentations.
7. Oral reports, written reports, conferences, brochures, or other communications are developed by the student.
8. The procedures in developing a Fenton Artware wholesale plan are examined.
9. Planned conferences and the developed agenda are conducted.
10. Wholesale sales plans are prepared, developed, and recorded by the student.

G. Evaluation:

1. The progression and explanations of the student indicated that processes used increased the student's thinking about selling Fenton Artware.
2. The general information:
   a. Conference data
   b. Forms
   c. Corrective data
   d. Results of visitations
   e. Other communications

   are tabulated and indicate that the project itself can accomplish what it set out to accomplish, namely train a wholesale salesman for Fenton Artware.
3. The teacher evaluation of the project up to this time should indicate real progress in the nature and degree of learnings accomplished.
4. The student should summarize the degree of learning he felt he received and the satisfaction the learning gave him in light of his occupational goal.

5. The outline of the aspects of the project as related to the objectives should be well developed by the student.
6. The charting, summarization of information and realizations wll indicate that the student and teacher should prepare new data to lead them to their next project with the Fenton Artware line.

INDIVIDUAL PROJECT

A. Descriptive Title:

Using product knowledge for selling.

B. Objective or Purpose:

To give students an opportunity to:

1. Study selected products with an eye toward recognizing their features;
2. Learn how to use product features and to convert these features to customer benefits in selling the product;
3. Develop an understanding of the value of product knowledge in selling the product.

C. Nature and Scope:

The purpose of this type of project is to give students an opportunity to relate product knowledge to selling situations by studying certain types of products for a specific time in the D. E. laboratory.

D. Materials, Equipment, and facilities:

1. Consumer Reports Magazine, text chapters on "Consumer Benefits."
2. Three products secured from local business.
3. Three Product Benefit Analysis Sheet (see attached example).
4. Manufacturers point of sale on advertisements, labels, and tags.

E. Pre-project Preparation:

1. Part of pre-project preparation is to properly motivate students and to develop the proper attitude toward a particular project.
2. In order to achieve this climate, it is felt that pre-project preparation for this project should include two role playing sales demonstrations--one showing that the sales person knows his product by his mentioning product features; and the second doing the exact same thing by adding a customer benefit from the feature.

3. Also, as pre-project training the teacher should explain the Product Benefit Analysis Sheet and illustrate how one feature can be turned into a benefit. For example: The blank is sturdy. It will give you and your family many years of dependable use.

F. Step by Step Description:
1. Student is given 3 different kinds of products.
2. Student is provided area to study product and to make necessary comments in the D. E. classroom-laboratory.
3. Student is given one class period or approximately 40 minutes to complete the analysis of each product.

G. Evaluation:
1. Check and evaluate Product Benefit Analysis Sheets for each product.
2. Have student give sales demonstration of product or products using what they have learned by studying the product and completing the Product Benefit Analysis Sheet on each product.

PRODUCT BENEFIT ANALYSIS SHEET

#A1420 General Electric 20 inch Window Fan. Priced $19.95

PRODUCT FEATURE	BENEFIT TO CUSTOMER
Lightweight Portable Easy-grip Handle	Makes it easy to move from room to room.
Metal Grill Fan Blade Guard	Gives you the assurance that your children won't be able to put their fingers in--that family protection and safety which you want.
3 Speed Thermostat Control	You can adjust to the room temperature that you want for your family and yourself. Easy to adjust and control, no complicated controls, buy it and see how easy it works. Shuts off when it reaches the coolness that you want.
Warranty	For five years against defects in workmanship and parts.
The Good G. E. Name	Your assurance of quality and millions of satisfied customers.
Price	Now you can have this fan with all its features at our low sale price of $19.95

INDIVIDUAL PROJECT

A. Descriptive Title:

What sells: The why of stocking shelves?

B. Objective or Purpose:

1. To show how merchandise moves and what a salesman can do to influence this.
2. To learn the importance of stocking merchandise in retail outlets.
3. To understand role of route salesman in displaying merchandise.

C. Nature and Scope:

In this project the student will ride with a wholesale bread route salesman visiting selected retail outlets in order to observe marketing procedures of a wholesale food salesman. The student will learn the techniques of merchandise display and customer relations.

D. Materials, Equipment, and Facilities:

1. Company literature for salesman of bread and bakery goods.
2. Weekend and "through the week" retail food advertisements (classroom file).
3. Consumer reports on shopping habits in this area from local Chamber of Commerce.
4. Equipped bread truck.
5. Clipboard with salesman's forms for stock and sales reports.

E. Pre-project Preparations:

1. Teacher arranges for cooperation of company for this project.
2. Teacher introduces student to salesman and attempts to establish a working relationship.
3. Written instructional material is gathered and studied.

F. Step by Step Description:

1. Student meets salesman and is shown through truck.
2. He is given a rundown on "selling off the truck."
3. While the salesman covers his rounds student observes and asks questions, as they arise.
4. Many different outlets are covered: neighborhood stores, large and small chains, food specialty shops, convenient markets, etc.
5. Student assists salesman as much as possible to get "feel" of the job.
6. Revisits to same outlet.
7. Student now attempts to "guess" merchandise movements.
8. During entire period he completes daily stock and sales forms (for himself) showing difference in demand, according to day of the week, and how this is related to the method of shelving.

G. Evaluation:

1. To analyze completed forms.
2. To project future sales.
3. To discuss the route salesman's role in wholesale food operation.

INDIVIDUAL PROJECT

A. Descriptive Title:

Who does what in my store?

B. Objective or Purpose:

1. To determine the line and staff relationships and specific job requirements within a distributive business organization.
2. To familiarize the student with the duties and responsibilities of members of an organization, and the relationship existing between other members of the organization.

C. Nature and Scope:

The student will be introduced to the inter-workings of an organization and the job relationships to the total function of the firm. This will be accomplished by the use of an organizational chart and other instructional aids provided by the cooperating business firm (i. e., major department store; Marketing Department of Manufacturer, etc.) and the teacher-coordinator. The major emphasis will be the broadening of the student's knowledge about the people who make up a distribution business. This project should be scheduled over a 2-3 week period.

D. Materials, Equipment, and Facilities:

1. Wall chart of typical organization
2. Typical job description by visual overhead
3. Notebook paper and materials
4. Typewriter
5. Drawing paper (fine lined)
6. Colored pencils or pens
7. 3 x 5 notecards
8. Wall chart paper
9. Overhead projector and transparencies material
10. Trade publications, texts, and other local reference materials supplies by cooperating business firms

E. Pre-project Preparation:

1. Resource people from business community to explain their concepts of organization within their specific areas.

2. Charts of organization presented through class lecture and demonstration.
3. Differentations of staff and line concepts.
4. Typical job description based on in-training manuals supplied by typical distributive business in area to be served.
5. Appropriate control class in grooming business letter writing and interviewing or possible subproject prior to straighten this one.

F. Step by Step Description:

1. Based on career objective, letter of request to management for interview to determine organizational pattern. (*Recommended time based on appropriate reply.)
2. Preparation of appropriate questions to ask interviewee (check with coordinator before finalizing).
3. Release time from school to accomplish #1 and #2.
4. Compile facts learned through the interview.
5. Prepare organizational chart of company based upon facts received.
6. Written job description of entry-level jobs that pertain to individual student or ones that interest student.
7. Write "Thank You" letter to person or persons that helped with gathering specific information.

G. Evaluation:

1. Teacher-coordinator:
    a. Check list of previously prepared organizational chart and job descriptions in areas that student has expressed an interest.
    b. Individual job descriptions based on previously noted interests or career objective of student.
    c. Evaluation should be based upon individual needs.
        1) Student's job interests.
        2) Ability of student.
        3) Progress with project.
        4) Completion of all details.
2. Student evaluated by:
    a. Presentation of organizational chart to class and lead discussion related to company's management organization.
    b. Presentation of specific entry-level job descriptions to class.

INDIVIDUAL PROJECT

A. Descriptive Title:

Writing newspaper articles for promotion of the senior class play.

B. Objective or Purpose:

1. To give the student experience in organizing and writing data for news releases.
2. To collect, organize, and write a news article for daily and weekly newspapers for promoting a senior class play.

C. Nature and Scope:

This project is designed to acquaint the student with writing news releases for the senior class play. This student will obtain basic information about the senior class play and write two news articles, one for a daily newspaper and one for a weekly newspaper. The completion of this project should take about five days.

D. Materials, Equipment, and Facilities:

1. Basic information about the play.
2. Guide for writing news stories. The publicity guide for use by Distributive Education Clubs of America is an excellent source.
3. Typewriter and paper.
4. Photographic supplies.

E. Pre-project Preparation:

1. The student will be expected to read from the suggested reference materials listed below:
    a. DECA Publicity Guide
    b. Marketing, Sales Promotion, and Advertising, pp. 159-183.
2. The daily and weekly newspaper within the area to find examples of publicity articles dealing with the promotion of an activity.
3. The student will also contact the journalism teacher for information on this project and will also review the unit on "Preparing the Media." This will be done prior to writing the news stories.

F. Step by Step Description:

1. Obtain basic and specific information about the play and also obtain at least three pictures to use with the news articles.
2. Determine how many news stories are to be written for each newspaper.
3. Write the news stories according to rules studied and to the policies of the newspapers.
4. After writing a rough draft of the articles, have them corrected by a journalism teacher or a newspaperman.
5. In writing the final copy, always make a carbon copy to keep in the files.
6. In preparing the copy for the newspapers, make sure the pictures are properly identified and the copy is clear and concise.
7. Send in the copy to the newspapers keeping in mind the promotion schedule and the deadline for copy according to newspaper policy.

G. Evaluation:

1. Have a newspaperman come in and evaluate the releases as to their effectiveness.
2. Have students evaluate the releases as compared by the suggested format in the unit of study.
3. Teacher evaluation:
    a. Question and answer period related to how well the objective was achieved.
    b. Test to see if student has acquired a basic knowledge in compiling, organizing, and writing news stories.

INDIVIDUAL PROJECT

A. Descriptive Title:
Opportunities in and qualifications for employment in Real Estate Sales

B. Objective or Purpose:
1. To assist the student in understanding what is included in real estate.
2. To assist the student in determining the qualifications necessary to enter the real estate field.

C. Nature and Scope:
1. The student has indicated an interest in real estate sales and since this is a highly specialized area it was not covered in the classroom. The student is requested to contact the local Board of Realtors for material concerning the field of real estate sales and the qualifications for entry. Generally, the local Board of Realtors will have its own library. If not, the student should contact the State or National Board of Realtors. (Address available from any member.)
2. After studying the material, the student will telephone members of the Board of Realtors for an appointment so that he may investigate the various specialized sales areas and the qualifications for each area in real estate sales such as:
    a. Residential Sales
    b. Commercial Sales
    c. Industrial Sales

D. Materials, Equipment, and Facilities:
1. Local Real Estate Brokers
2. Board of Realtors' library materials

E. Pre-project Preparation:
1. It is the responsibility of the student to secure data from the Board of Realtors or other community resources. If these are not available locally, he should write the State or National Board of Realtors. (Address available from any member.) The letter should be approved by teacher-coordinator of English teacher.

The accumulation of materials must be done prior to contacting and interviewing Brokers. This is so the student may approach the Brokers with some degree of familiarity with real estate terms, etc. This should require about five (5) days.

F. Step by Step Description:

1. Student locates material from local, state, or national Board of Realtors.
2. Student studies the data.
3. Student prepares some questions for Broker interviews: i. e.:
   a. What are the qualifications for each area of sales?
   b. Of what does each area of sales consist? (What is Industrial sales, etc.)
4. Make appointments with each broker by area of sales.
5. Conduct interviews.
6. Student compiles information in some written form.

G. Evaluation:

1. Have student serve on a panel, with 3/4 other students interested in the special areas. Class members will quiz the panel on Real Estate Sales, and same for other students interested in SA.
2. Have student compare his personal qualifications and abilities with those qualifications and requirements outlined by Brokers and educational materials received from Board of Realtors' library.